

# Graduates of Bachelor of Arts in Psychology of Lyceum of the Philippines University-Batangas from 2016-2018: A Tracer Study

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**Abstract** - *Most of the respondents of this study were female and are still working locally. The majority of them are working in academic institutions and some are licensed professionals. The respondents' degree of perceived contribution of respondents in terms of their work values showed that the highest ranking values are their independence and lowest tolerance. Also, the most relevant subjects as perceived by the respondents are practicum, psychological assessment, and group dynamics especially when the faculty relates theories to real-life scenarios. The Dean's Office and Registrar's Office is the highest rated office in terms of services. Lastly, the employers saw that the most important for the graduates is enabling their competencies which is highly essential when they enter the workforce.*

**Keywords** – *Tracer, Employability, school-related factors, employer's assessment*

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## INTRODUCTION

Psychology is the scientific study of human behavior, eventually, a Psychology degree can equip someone with a very valuable perspective and psychological knowledge can bring unique insights into human thinking, emotion, motivation and behavior. Psychology graduates understand individual differences, diversity and ethics. Psychological literacy means being able to apply this knowledge and skills to real-life contexts [1].

Psychology graduates employment as revealed in some tracer studies conducted has shown that around 20 percent were employed in health care, primarily in offices of mental health practitioners, physicians, outpatient mental health and substance abuse centers, and private hospitals. Educational institutions employed

29 percent of psychologists in positions other than teaching, such as counseling, testing, research, and administration. Government agencies at the State and local levels employed psychologists in public hospitals, clinics, correctional facilities, and other settings. After several years of experience, some psychologists, usually those with doctoral degrees, enter private practice or set up private research or consulting firms. In addition to the previously mentioned jobs, many psychologists held faculty positions at colleges and universities and as high school psychology teachers.

In connection to this, employers need people with communication skills; the ability to collect, organize, analyze and interpret data; and an understanding of human behavior [2]. Psychology graduates may work in human resources or communications, while further education will open paths toward clinical practice and research. As a result, a Bachelor of Science in Psychology program provides students with general education in theoretical perspectives related to the field; it does not offer professional training. Students who obtain a BS or AB degree in Psychology may work in mental health facilities, government or business, but they will not be qualified for jobs as professional psychologists without further education.

Undergraduate psychology programs are generally designed to teach students about the brain, human behavior and social interactions through scientific approaches. Many schools offer both Bachelor of Science (BS) and Bachelor of Arts (BA) programs in psychology; BS programs often include more coursework and labs related to math and science, such as neurobiological processes and the mechanics of the brain. Some B.S. in Psychology programs allow students to focus their studies in a subfield of Psychology, such as mental health, forensic psychology or developmental psychology. Students can acquire an understanding of the ethics of psychology, especially regarding interacting with clients. Throughout this program, students may

participate in research, practicum or clinical hours, as well as independent studies or capstone projects related to an area of interest, such as human behavior or development.

Students may also have the opportunity to become members of Psi Chi (the National Honor Society in Psychology) or student chapters of the American Psychological Association and the American Psychological Society. Students applying to a bachelor's degree program need to have a high school diploma or its equivalent. Some colleges may also ask applicants to submit an activity resume or an essay. In addition to this, Bachelor of Science in Psychology programs offer students foundational knowledge in analytical reasoning, cognition, statistics and subfields of psychology.

Furthermore, students can improve their skills in technical writing, critical thinking and research. Students may encounter course topics such as Abnormal Psychology; Clinical Psychology; Aging and Adulthood; Social Development and Psychology; and Personality theories. Further, students who earn a BS in Psychology may pursue entry-level positions in psychology-related careers. Individuals may find work in mental health facilities, halfway houses, crisis center hospitals, detention centers or psychiatric hospitals. Some graduates may find positions as psychiatric assistants, assistant directors or administrators.

The number of employed psychiatric aides was projected to rise by 15% from 2010 to 2020. Students who want to become professional psychologists must enter a graduate program in Psychology, usually a Doctor of Psychology or a Doctor of Philosophy in Psychology. At the graduate level, students can focus their studies on one specific area, such as clinical psychology, developmental psychology or health psychology. Some graduate programs offer a dual program that combines the Doctor of Philosophy program with a master's degree in a different field, such as public policy. Psychologists who plan to work with children are also required to earn state licensure.

In view of this, the Lyceum of the Philippines University – Batangas offers Bachelor of Science and Bachelor of Arts in Psychology under the College of Education, Arts and Sciences. The course has the goal to produce students who have at least acquired theoretical knowledge and develop relevant skills expected of psychology graduates in an employment context such as industrial, educational and clinical settings to further prepare them as future Psychology practitioners.

Moreover, the graduates of this program are expected to acquire and develop sufficient knowledge

and skills needed to qualify for a position related to the course. This study aimed to determine the employment aspects and assess the extent of the contributory factors of the course that helped the graduates to be developed; the extent of the course on the overall college life experience and the extent of life satisfaction of the graduates of Bachelor of Science in Psychology of LPU-B academic years 2016-2018. Likewise, this study is beneficial to the university administrators, faculty members, students, curriculum revision technical working group, and stakeholders. Based on the gathered data, the university administrators can formulate and implement policies that can help improve the course offerings. The faculty members can integrate the necessary and most appropriate teaching-learning conditions, experiences and requirements that can facilitate the development of more skilled, more educated and more sought-after graduates of these programs. The students can also gain insights into what opportunities and threats await them, hence, become more eager to learn and develop more strategic approaches to employability. The newly revised curriculum under the K to 12 educational system in the country can have a closer look on what significant curricular revisions can be made to match the concepts and experiences to be provided to the demands of today's modern society. Lastly, the stakeholders can have a clearer picture on what employability rate the course has to offer.

## **OBJECTIVES OF THE STUDY**

This study aimed to determine the employment aspects and assess the extent of the contributory factors of the course that helped the graduates to be developed; extent of the course on the overall college life experience and the extent of life satisfaction of the graduates of Bachelor of Arts in Psychology AY's 2016-2018. Specifically, it sought to determine the profile of BA Psychology graduates in terms of their profile, educational background, training or advanced studies attended determine the degree of perceived contribution of respondents' work values; determine the perceived relevancy of school-related factors to job placement and find the employers assessment of the competencies of the respondents.

## **MATERIALS AND METHODS**

### **Research Design**

In tracking and keeping records of the respondents' employability, the researchers employed the descriptive-quantitative method of research. As defined by

Chandanabhumma [2] in her study, it is the process of performing a study that analyses, collects, and integrates quantitative data.. The data gathered were usually in words, text, or also behaviours from the participants. They were analyzed by aggregating them into groups of information that present diversity in ideas gathered. On the other hand, quantitative research design was used for analysis through numerical comparisons and statistical inferences. This consists of data including close-ended information gathered from rating scales, observation checklists, performance instruments, and others.

### **Research Respondents**

The respondents of this study were twenty-one (21) who are Bachelor of Arts in Psychology graduates from academic years 2016 – 2018. In this study, respondents were chosen using the availability sampling technique. This non-random sampling was used frequently which involves selecting a sample from the population for the respondents' accessibility. The respondents were selected for the research not because they meet some statistical criterion but because they are readily available.

### **Measures**

In obtaining the data, the researchers utilized the Graduate Tracer Survey (GTS) as a major tool in determining the employability of the respondents developed by the Center for Research and Innovation (CRIN). The instrument used in gathering the research data from the respondents is technically composed of items on the demographic profile of the respondents as to their personal information, educational background, training or advanced studies attended after college and employment data. Items on work-related values, student services, organization and administration and community extension, linkage and research in which respondents are to rate the statements in terms of how much they have contributed in meeting the demands of their present job.

### **Data Gathering Procedure**

The researchers secured and filled out the Research Proposal Form from the Center for Research and Innovation (CRIN) of the University for evaluation and approval of the research topic. When the topic had been evaluated and approved, the writers sought permission from the concerned Psychology graduates to involve them as respondents of the study and further informed that the questionnaire be sent through their group

Facebook account and through the researcher's email accounts.

Before the administration of the questionnaires, the researchers explained the nature of the study and its purpose and assured the respondents that their responses would be dealt with utmost confidentiality. Likewise, the researchers motivated the respondents to answer the questions as honestly as possible and made them realize that accurate results would not only contribute to their welfare but to their college and university as well. In retrieving the questionnaires, the researchers checked first if all items were answered before tallying the graduate's responses for statistical treatment.

### **Data Analysis**

The data obtained in this study were quantitatively analyzed using different statistical tools. The quantitative analysis included the presentation of the descriptive statistical data. Data will be tabulated, analyzed and interpreted using the Predictive Analytic SoftWare (PASW) because of the nature of the investigation, the following statistical treatments will be employed in analyzing and interpreting the research data. First was the frequency and percentage in determining the demographic and employment profile of the respondents, and chi-square for the correlation of the employment data and work-related values of the respondents.

### **Ethical Consideration**

Before this paper commenced, the researcher sought permission from the officials of the drug facility through informed consent and an assent form as to the willingness and agreement of the respondents to involve themselves in the study. When permission was granted, before the actual test administration and interviews, each participant was informed as to the nature of the study through debriefing followed by their protection from harm and confidentiality of the data disclosed by them. In doing so, the researcher was guided by the Code of Ethics as regards research practice concerning Psychological Association of the Philippines Legal and Ethical Considerations, [4]. Clearly stated in the practice of research that informed consent be duly signed by the respondents and recognize that this consent happens due to the willingness of the participants to work collaboratively with the researcher and make sure that the consent form is translated in language that the participants understand.

Also, the said participants were properly briefed as to their right to dismiss their participation anytime they

wanted. Respect for their privacy and privilege not to divulge any information was respected throughout the interview and were assured that information revealed as well as their identity will be kept with the strictest anonymity and confidentiality. As such, in presenting the case of each participant, their real names and the persons involved in their story were all modified by creating pseudo-names to safeguard their identities.

## RESULTS AND DISCUSSION

**Table 1. Percentage Distribution of the Graduates Profile n= 17**

Demographic Profile	Frequency	Percentage
<b>Sex</b>		
Male	6	35.30 %
Female	11	64.70 %
<b>Location of Residence</b>		
City	8	47.06 %
Municipality	9	52.94 %

The table shows that out of the 24 graduates under the Liberal Arts program for Psychology since the year 2015, the researchers were able to retrieve only 17 responses from the said graduates or 70.83 % response rate. The majority of the respondents were female covering 64.70% of the sample population, whereas the males only cover 35.50 %. This ratio is not surprising considering that over the years there is always a lower amount of male enrollees in the psychology program compared to that of females.

As to their location of residency, most are residing in their municipality rather than on the city. Students of the university come from a variety of locations and most of them are still residing in their municipalities though most are working on other areas.

Table 2 indicates that the majority of the graduates are currently employed. And even though there is 23.53 % of the unemployed respondents, the cause of this unemployment is that two of the said individuals are pursuing further studies. Another respondent is unemployed due to family concerns and the other is because of health-related reasons.

Out of all those who are employed 69.23 % are gainfully employed, 7.68 % are self-employed and 23.07% are underemployed. The majority of the graduates are working in the educational setting (53.85%), a couple in wholesale and retail and business-related (15.38 %), in hotel and restaurant (15.38 %), and manufacturing (7.68%) and industrial companies

(7.68%). Currently, they are holding a variety of positions from supervisory to administrative level.

As seen also on the table on the previous page, two of the respondents are currently working abroad and the rest are working locally. During the online interview done with the participants, it was found out that they are currently in specialized work in the academe servicing children with special needs.

**Table 2. Employment Data n=17**

	Frequency	Percentage
<b>Status</b>		
Employed	13	76.47 %
Unemployed	4	23.53 %
<b>Reasons for Unemployment(n=4)</b>		
Advance or further study	2	50.00 %
Family Concern	1	25.00 %
Health Related Reasons	1	25.00 %
<b>Present Employment Status(n=13)</b>		
Regular or Permanent	10	76.92 %
Contractual	2	15.38 %
Self – Employed	1	7.68%
<b>Nature of Employment (n=13)</b>		
Gainfully employed	9	69.23 %
Self – employed	1	7.68 %
Underemployed	3	23.07 %
<b>Major line of Business Graduates are Currently Employed (n=13)</b>		
Manufacturing	1	7.68 %
Industrial Companies	1	7.68 %
Wholesale and Retail	2	15.38 %
Education	7	53.85 %
Hotel and Restaurants	2	15.38 %
<b>Place of Work (n=13)</b>		
Local	11	84.62 %
Abroad	2	15.38 %

As indicated in Table 3, the researchers were able to gather information from 12 individuals who graduated the year 2018, 2 individuals from 2017 and 5 individuals from the year 2016. Not being able to gather information from all graduates might be because some of them may have relocated already or changed their social media and email accounts. Out of the 17 respondents, 4 graduated with Latin Honors, 3 were awarded for research, and 2 were given dedicated service awards.

Psychology students have always produced individuals who are performing not just academically but also in extracurricular activities. As part of their program, they have been exposed to various writing opportunities and they were also given chances to

present their paper in local and international events. Coming from different family backgrounds, some of these students are forced to work as student assistants while they are studying for financial assistance.

**Table 3. Educational Background**  
n=17

	Frequency	Percentage
<b>Year Graduated</b>		
2016	5	29.41 %
2017	2	15.38 %
2018	12	70.59 %
<b>Honors/Awards Received</b>		
Cum Laude	4	23.53 %
Research	3	23.07 %
Dedicated service	2	15.38 %
None	8	47.07 %
<b>Professional Examination</b>		
RPm	3	23.07 %
LPT	0	
Behavior Technician	1	7.68 %
Civil Service	3	23.07 %
<b>Trainings attended</b>		
PAP	4	23.53 %
PMHA	4	23.53 %
PGCA	1	7.68 %
Others	5	29.41 %

Within the scope of this study, it becomes apparent that not all psychology graduates opt to pursue licensure. Among the seventeen respondents included in the research, a variety of career paths emerged. Notably, three of them held the status of registered psychometricians in the Philippines, indicating that some individuals within the field choose to obtain licensure within their home country. In addition, one respondent was identified as a licensed Behavior Technician abroad, highlighting the possibility that psychology graduates may seek professional licensure in international contexts. Furthermore, it was observed that three participants had taken and successfully passed the civil service examination, shedding light on the alternative career routes that some psychology graduates explore, rather than embarking on a path towards psychology-specific licensure. These findings corroborate the observations made by Ryan [5] in their earlier study, confirming the assertion that not all psychology graduates follow a trajectory toward licensure. This underscores the diversity of career choices available to individuals within the field of psychology. To ensure continuing professional development, the graduates regularly attend seminars organized by different organizations such as the Psychological Association of the Philippines, the

Philippine Mental Health Association, PGCA and others.

**Table 4. Work-Related Values Applied in the Work Setting**  
n=17

Communication	Mean	Interpretation	Rank
1. Love for God	4.01	Much Applied	14
2. Honesty and love for truth	4.12	Much Applied	10.5
3. Punctuality	4.09	Much Applied	12.5
4. Obedience to superior	4.50	Very Much Applied	6
5. Perseverance and hard work	4.78	Very Much Applied	2
6. Creativity and Innovativeness	4.51	Very Much Applied	5
7. Courage	4.31	Much Applied	8
8. Professional Integrity	4.65	Very Much Applied	3
9. Love for co-workers and others	4.14	Much Applied	9
10. Unity	4.56	Very Much Applied	4
11. Leadership	4.33	Much Applied	7
12. Tolerance	3.98	Much Applied	16
13. Efficiency	4.00	Much Applied	15
14. Supportiveness	4.12	Much Applied	10.5
15. Independence	4.87	Very Much Applied	1
16. Nationalism	4.09	Much Applied	12.5
<b>Composite Mean</b>	<b>4.32</b>		

*Legend : for interpretation of scores; 1.00 – 1.49 = Not at All, 1.50 – 2.49 = Very Little, 2.50 – 3.49 = little, 3.50 -4.49=Much, 4.49 – 5.00 = Very Much*

Listed in table 4 are the work-related values that the respondents are currently applying in their work setting. Ranked first in the items is the value independence with a computed mean of 4.87 verbally interpreted as very much applied. This shows that the respondents were able to practice the value of being able to do their work efficiently on their own and not relying on other people.

Second in rank is the value of perseverance and hard work verbally interpreted as very much applied with the computed mean of 4.78. Being exposed to different areas of specialization most of the graduates seem to be highly motivated in their current career. Third in rank is the work value of professional integrity with a computed mean of 4.65 verbally interpreted as very much applied.

Lowest in ranking among the listed work values is the value of tolerance with a computed mean of 3.98, followed by efficiency and love for god with computed mean of 4.00 and 4.01 respectively.

The present study's rankings of work-related values, with "Independence," "Perseverance and Hard Work," and "Professional Integrity" as the top-ranked values, align with the previous research by Ayala and Manzano

[6], which highlighted the influence of psychological capital on employability skills, including self-management, motivation, and ethical behavior. These rankings in the current study suggest a practical manifestation of these employability skills among respondents in their work settings, reinforcing the connection between psychological capital and effective workplace performance.

**Table 5 School-Related Factors to Job Placement as to Curriculum and Instruction**  
n=17

Curriculum and Instruction	Mean	Interpretation	Rank
<b>General Education Subjects</b>			
Mathematics	3.01	Relevant	1
Languages	2.91	Relevant	2
Natural Sciences	2.87	Relevant	3
<b>Composite Mean</b>	<b>2.93</b>	<b>Relevant</b>	
<b>Professional Subjects</b>			
General Psychology	3.62	Very Relevant	15.5
Developmental Psychology	3.00	Relevant	15.6
Theories of Personality	3.01	Relevant	9.5
Sikolohiyang Pilipino	2.64	Relevant	17
Social Psychology	3.31	Relevant	12
Experimental Psychology	3.02	Relevant	13
Psychological Assessment	<b>3.90</b>	<b>Very Relevant</b>	<b>3.5</b>
Industrial Psychology	3.58	Very Relevant	5
Abnormal Psychology	3.51	Very Relevant	6
Counseling and Psychotherapy	3.32	Relevant	7
Cognitive Psychology	1.93	Slightly Relevant	18
<b>Group Dynamics</b>	<b>3.94</b>	<b>Very Relevant</b>	<b>2</b>
Current Issues in Psychology 1 & 2	2.89	Relevant	14
Physiological Psychology	3.02	Relevant	9.5
Educational Psychology	3.43	Relevant	8
Psychological Statistics	3.02	Relevant	11
<b>Clinical Psychology</b>	<b>3.90</b>	<b>Very Relevant</b>	<b>3.5</b>
<b>Practicum</b>	<b>4.00</b>	<b>Very Relevant</b>	<b>1</b>
<b>Composite Mean</b>	<b>3.28</b>	<b>Relevant</b>	

Legend : for interpretation of scores; 1.00 – 1.49 = Not Relevant, 1.50 – 2.49 = Slightly Relevant, 2.50 – 3.49 = Relevant; 3.50 – 4.00 = Very Relevant

Seen on table 5 shows the perceived relevancy of certain school related factors specifically that of curriculum and instruction to the respondents' job placement. Ranked highest in their general education subjects is the relevancy of Mathematics with a computed mean of 3.01, followed by Languages and Natural Sciences with computed means of 2.91 and 2.87 respectively.

The perceived relevancy of the professional subjects got a composite mean of 3.28 verbally interpreted as relevant. Out of all the listed subjects

highest in ranking is their practicum or their on-the-job training with a computed mean of 4.00 verbally interpreted as very relevant to their current job placement. The practicum subject or on-the-job training is the course that exposes the students to the different areas where they might be working after graduation. They are immersed in three different settings. The first setting is the clinical area where they might be assigned in rehabilitation facilities, mental hospitals or any institution that offers psychological services. The second setting is the industrial area where they would be exposed to the different facets of the human resource settings from recruitment, placement, training and others. Last area, is the educational setting in which they might be assigned as teaching aides or under the guidance counseling office.

This exposure of the students to real-life demands helped them in carrying out their current duties and responsibilities in their present job. Somehow, their experience in this on-the-job training readied the graduates with what they might be expecting once they started working, thus perceiving this as the most relevant subject out of all of their professional subjects.

Second in ranking is the subject group dynamics, with a computed mean of verbally interpreted as very relevant. The said subject is where they study how individuals work within the group and how the group affects the individual. Considering that they would always be working with other people, then the learning that they had in this subject is applied in their everyday life at work.

Ranked third is the subject psychological assessment and clinical psychology both with a computed mean of 3.90 verbally interpreted as very relevant. As psychology graduates, respondents are constantly dealing with psychological tests and its scoring and interpretation. The data in Table 5 underscores the importance of these specific subjects within the curriculum, as perceived by the graduates themselves. It hints at how their educational experiences, particularly in Mathematics, Languages, and Natural Sciences, align with their career aspirations and job placements. This alignment implies that the curriculum and instructional methods related to these subjects may have effectively equipped the graduates with skills and knowledge deemed essential for their respective fields of work.

Moving forward, this analysis will explore the implications of these perceived relevancies, drawing connections between the educational experiences provided by CHED's College Readiness Standards

(CRT) and the practical applicability of these experiences in graduates' job placements [7].

theory and real-world practice, which aligns with the broader goals of education [8].

**Table 6**  
**School-Related Factors to Job Placement as to Faculty and Instruction**  
**n=17**

Faculty and Instruction	Mean	Interpretation	Rank
1. Conducts himself in a dignified and professional manner	3.50	Very Relevant	2.5
2. Has good communication skills	3.50	Very Relevant	2.5
3. Teacher has mastery of the subject matter	3.35	Relevant	7
4. Makes use of various teaching aids	3.49	Relevant	4.5
5. Relates subjects to other fields and other life situation	3.51	Very Relevant	1
6. Conducts accurate and objective evaluation of student performance	3.40	Relevant	6
7. Quality of instruction is relevant to the course	3.49	Relevant	4.5
<b>Composite Mean</b>	<b>3.46</b>	<b>Relevant</b>	

*Legend : for interpretation of scores; 1.00 – 1.49 = Not Relevant, 1.50 – 2.49 = Slightly Relevant, 2.50 – 3.49 = Relevant, 3.50 – 4.00=Very Relevant*

The findings presented in Table 6 shed light on the perceived relevance of faculty and instruction to the job placement of the respondents. With a composite mean of 3.46, verbally interpreted as "relevant," this data underscores the importance placed by graduates on the quality of faculty and instruction in their educational experiences.

At the top of the rankings in Table 6 is item 5, which emphasizes the significance of professors relating subjects to other fields and real-life situations. This particular aspect of instruction aids students in grasping complex concepts by demonstrating their practical applications in everyday life, ultimately leading to better comprehension and understanding. It highlights the importance of professors bridging the gap between

Following closely in second place are items 1 and 2, focusing on the professor's conduct and communication skills. Graduates value professors who conduct themselves in a dignified and professional manner and possess effective communication skills. Clear and concise communication is essential for conveying complex concepts in a comprehensible manner [9][10]. This finding underscores the role of faculty not only as subject matter experts but also as effective communicators and role models.

This data aligns with the broader educational discourse that emphasizes the significance of effective communication in facilitating successful teaching and learning experiences in higher education. It provides empirical evidence supporting the relevance of these communication skills and their impact on graduates' job placements, in line with the academic discourse on effective pedagogy.

**Table 7. School Related Factors to Job Placement as to Student Services**  
**N = 185**

Student Services	Mean	Interpretation	Rank
1. Library Services	3.13	Relevant	5
2. Registrars Office Services	3.86	Very Relevant	1.5
3. College Dean's Office Services	3.86	Very Relevant	1.5
4. Office of Student Affairs services	2.87	Relevant	7.5
5. Health services	2.87	Relevant	7.5
6. Counseling and Testing Center	3.54	Very Relevant	3
7. Physical Plant and Facilities	3.33	Relevant	4
8. Laboratories	3.00	Relevant	6
<b>Composite Mean</b>	<b>3.31</b>	<b>Relevant</b>	

*Legend : for interpretation of scores; 1.00 – 1.49 = Not Relevant, 1.50 – 2.49 = Slightly Relevant, 2.50 – 3.49 = Relevant, 3.50 – 4.00=Very Relevant*

Table 7 perceived relevancy of student services offices as to the relevancy to the job placement of the respondents. Highest in ranking are the Registrar's office services and the College Deans's Office with computed means of 3.86 verbally interpreted as very relevant. This is then followed by the Counseling and Testing Center with computed mean of 3.54 also verbally interpreted as very relevant.

This is followed by the Physical Plant and Facilities, Library Services, Laboratories, Office of Student Services and Health Services.

**Table 8 School Related Factors to Job Placement as to Organization and Administration**  
N = 106

	Organization and Administration	Mean	Interpretation	Rank
1.	The school officers and heads include within their spheres of responsibility, all the vital activities of the institution and colleges	3.13	Relevant	3
2.	The organization and administrative set-up of the institution and college are well integrated and function efficiently	3.56	Very Relevant	1
3.	Department heads are effective in guiding training and development of students to improve their performance	3.10	Relevant	4
4.	Department heads possess positive attitude towards work, staff and students	3.09	Relevant	5
5.	The administration ensures that training programs for students are adequate and well-organized	3.45	Relevant	2
6.	The administration adheres to its vision-mission and institutional values	3.01	Relevant	6
<b>Composite Mean</b>		<b>3.22</b>	<b>Relevant</b>	

Legend : for interpretation of scores; 1.00 – 1.49 = Not Relevant, 1.50 – 2.49 = Slightly Relevant, 2.50 – 3.49 = Relevant, 3.50 -4.00=Very Relevant

When it comes to the organization and administration relevancy to job placement, it was perceived that the most relevant is that the organization and administrative setup of the institution and college are well integrated and function efficiently with a computed mean of 3.56 interpreted as very relevant.

Second in rank is that the administration ensures that training programs for students are adequate and well-organized with a computed mean of 3.45, followed by the school officers and heads including within their spheres of responsibility, all the vital activities of the institution and colleges with a computed mean of 3.13, both interpreted as relevant.

The lowest in rank is that the administration adheres to its vision-mission and institutional values with a computed mean of 3.06 verbally interpreted as 3.01.

This is supported by the study of Mkandawire et.al (2018) showing that how the school administration formulates and implements policies greatly influences the student's performance.

**Table 9 School-Related Factors as to Job Placement**  
n=17

	Community Extension, Linkages and Research	Mean	Interpretation	Rank
1.	Community extension services of the college	3.49	Relevant	2
2.	Linkages with other institutions and OJT	3.52	Very Relevant	1
3.	Development of research activities of the college	3.11	Relevant	3
<b>Composite Mean</b>		<b>3.37</b>	<b>Relevant</b>	

Legend : for interpretation of scores; 1.00 – 1.49 = Not Relevant, 1.50 – 2.49 = Slightly Relevant, 2.50 – 3.49 = Relevant 3.50 -4.00=Very Relevant

Another factor that may be related to job placement is presented on Table 9 above. The highest in rank is linkages to other institutions and OJT with a mean of 3.52 verbally interpreted as very relevant. This may be due to the reason that these linkages allowed the graduates to be affiliated with different organizations and different people. This exposes them to other people thus opening opportunities for improvement and



comparison. When it comes to their practicum, students who performed well during their on-the-job training are sometimes absorbed and invited by these companies to work under them right after graduation which is supported by the results of the study that explores individualized practicum and showed that it is highly effective in developing the student's skillset

Second in rank are the community extension services of the college and the development of research activities of the college with computed means of 3.49 and 3.11 respectively.

**Table 10 Employer's Assessment of Competencies of LPU – B Psychology Graduates**

Requirements	Weighted Mean	Verbal Interpretation
<b>Assessment Competencies</b>		
Demonstrate knowledge based on assessment and testing skills	4.32	Moderately Strong
Provides sound decision-making based on the assessment results	4.09	Moderately Strong
Promotes safety, comfort and privacy of the client	4.12	Moderately Strong
Follows the proper instructions for each test being administered		
Ensures confidentiality of test results	3.98	Moderately Strong
Establish collaborative relationships with other members of the assessment team	4.03	Moderately Strong
Assess the needs of the clients and enforce appropriate action	4.34	Moderately Strong
<b>Composite Mean</b>	4.15	Moderately Strong
<b>Empowering Competencies</b>		
Adheres to practices in accordance with other relevant legislation including contracts and informed consent	4.32	Moderately Strong
Complies with the required continuing professional education	4.23	Moderately Strong
Adheres to organization policies and procedures	4.09	Moderately Strong
Possess a positive attitude towards change and criticism	4.12	Moderately Strong

Accepts responsibility and accountability for own decisions and activities	4.13	Moderately Strong
<b>Composite Mean</b>	4.18	
<b>Enhancing Competencies</b>		
Accomplishes and maintains accurate and updated psychological reports	4.12	Moderately Strong
Observes legal / accurate record-keeping	3.87	Moderately Strong
Values confidentiality and following ethical obligations	4.49	Moderately Strong
Defines steps to follow in emergency situations	3.67	Moderately Strong
<b>Composite Mean</b>	4.04	
<b>Enabling Competencies</b>		
Identifies quality improvement	4.31	Moderately Strong
Solicits feedback from immediate head and other related authorities regarding assessment rendered	4.15	Moderately Strong
Introduces innovations	4.31	Moderately Strong
<b>Composite Mean</b>	4.23	

*Legend : for interpretation of scores; 1.00 – 1.49 = Not Relevant, 1.50 – 2.49 = Slightly Relevant, 2.50 – 3.49 = Relevant 3.50 -4.00=Very Relevant*

Employers also assess the competencies of the respondents under several areas namely; assessment competencies, empowering competencies, enhancing progress competencies and enabling competencies.

Under the assessment competencies, with a composite mean of 4.15 the respondents were ranked the highest in knowing how to assess the needs of the clients and enforce appropriate action. This is followed by demonstrating knowledge based on assessments and skills. This result implies that the respondents are competent and efficient, especially in assessment procedures.

In regards to the empowering competencies, with 4.04 as the composite mean, ranking the highest is that they adhere to practices by other relevant legislation including contracts and informed consent with a mean of 4.32. In the case of enhancing progress competencies, the highest is that the respondents value confidentiality and follow ethical obligations. This is a strength of psychology majors and as the result shows, it is exhibited

by the respondents regardless of what area they may be working in.

Lastly when it comes to enabling competencies, with 4.23 as the composite mean, the highest in rank is the statement that the graduates identify quality improvement followed by being able to solicit feedback from the immediate head and other related authorities regarding assessment rendered.

In summary, findings of this research implied that the graduates of liberal arts are highly employable and they do exhibit the necessary competencies and requirements needed for their current job.

### CONCLUSION AND RECOMMENDATION

The conclusions drawn from the survey of graduates from LPU B provide valuable insights into employment status, work values, and the relevance of school-related factors affecting job placement. The majority of the respondents were female, and over half of them still resided in their municipality. It was noted that a significant percentage of graduates were gainfully employed, while others were either self-employed or underemployed. Notably, a majority of the graduates found employment in the educational sector, with some working in wholesale and retail, hotel and restaurant, manufacturing, and industrial companies. The data also revealed the distribution of graduates across different graduating years and highlighted academic achievements and professional certifications among them.

In terms of work-related values, the survey indicated that independence, perseverance, and professional integrity were highly valued by the respondents in their work settings. These values were considered very much applied, reflecting the strong alignment of graduates' values with their professional lives.

Regarding school-related factors influencing job placement, the curriculum and instruction, faculty and instruction, student services, organization and administration, and other factors were all found to be relevant, as indicated by their computed means. This suggests that LPU B should continue to focus on improving these factors to enhance the job placement prospects of its graduates.

The assessment of employee competencies showed moderately strong results, with competencies related to assessment, empowerment, progress enhancement, and

enabling all scoring well. This suggests that the graduates possess a solid foundation of competencies relevant to their fields of work.

Based on these findings, several recommendations emerge. Firstly, LPU B should prioritize the continuous improvement of school-related factors that influence job placement, ensuring that the curriculum and support services remain relevant and effective. Secondly, the Psychology Department should maintain active monitoring of graduates' employment records to identify trends and areas for improvement. Thirdly, the Internship Office and the Career Development, Alumni, and Placement Office should establish ongoing communication with graduates' employers to track and enhance their competencies. Finally, conducting a follow-up tracer study using qualitative methods would provide deeper insights into the competencies, work values, and relevance of school-related factors to the job placement of graduates, helping LPU B make informed decisions to further enhance its graduates' career prospects.

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