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Five-Year Tracer Study of Social Work Graduates (Batch 2020-2024) of International School of Asia and the Pacific-Kalinga

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ABSTRACT

This study aimed to trace the employment status and assess the employability of the Bachelor of Science in Social Work graduates of the International School of Asia and the Pacific–Kalinga from 2020 to 2024. Specifically, it sought to determine the demographic profile of the graduates, their employment status, job relevance to their degree, and their assessment of the Social Work program. A descriptive research design was utilized in the study. Data were gathered through a Graduate Tracer Study questionnaire administered to 25 Social Work graduates. The responses were analyzed using frequency counts and percentages. The findings revealed that the majority of the respondents were female and were within the age range of 24 to 35 years old. Most of the graduates were employed, and many obtained jobs related to the field of Social Work. The respondents generally expressed positive assessments of the curriculum, instruction, and training they received from the institution. However, some graduates encountered challenges in securing employment that matched their qualifications and field of specialization. Based on the findings, the study concludes that the Social Work program has contributed positively to the employability and professional preparedness of its graduates. Continuous enhancement of the curriculum, strengthening of career support services, and regular tracer studies are recommended to further improve graduate outcomes and program effectiveness.

INTRODUCTION

In today's modern world, where technology kept advancing and job demands continued to evolve, getting a stable and meaningful job after graduation became one of the biggest concerns for college students. For those who finished the Bachelor of Science in Social Work at the International School of Asia and the Pacific-Kalinga, employability was not just about finding a job. It was about being ready to serve people, promote social justice, and make a positive impact in the community. As future social workers, graduates were expected to carry out their profession with compassion, responsibility, and dedication to public service.

Moreover, the role of Social Workers was directly aligned with the United Nations Sustainable Development Goals, particularly SDG 1: No Poverty, SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, SDG 10: Reduced Inequalities, and SDG 16: Peace, Justice and Strong Institutions. Social Work graduates were expected to contribute to nation-building by addressing social issues, promoting social justice, and ensuring that no one was left behind. In the context of the Cordillera Administrative Region and the province of Kalinga, Social Workers played a vital role in disaster

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response, indigenous peoples' welfare, and community development. This connection emphasized the need for academic institutions like ISAP-K to produce graduates who were not only employable but also responsive to global, national, and local development agendas.

Finishing college was often seen as a major milestone and a symbol of hope for a better life. However, many graduates still faced challenges once they entered the professional field. Despite years of studying and training, some struggled to find jobs that matched their skills or field of study. Others experienced underemployment or ended up in jobs unrelated to social work. These situations raised important questions about whether the education and training provided by schools truly prepared students for the realities of the workplace.

According to De Guzman and Corpuz (2022) and Ramos, Santos, and Villanueva (2023), many Filipino graduates faced difficulties in securing jobs that fit their qualifications due to the gap between what was taught in schools and what employers expected. Both studies emphasized the need for academic institutions to strengthen their connection with the labor market by updating their programs and providing more practical experiences. This ensured that graduates not only gained knowledge but also the necessary skills and readiness to handle real-life work situations.

In the field of Social Work, the demand for competent professionals continued to grow. The Department of Social Welfare and Development and various local government units regularly required licensed Social Workers to implement social protection programs, disaster response, and community welfare services. However, despite this demand, some graduates still faced challenges in securing employment immediately after graduation. This could have been due to limited job opportunities in rural areas, lack of professional experience, or the need for further training and licensure preparation.

While there were already studies on graduate employability, most of them focused on general employment trends and combined data from different fields. As a result, programs like Social Work, especially in smaller institutions and regional colleges, were often left out. Aguilar and Torres (2023) highlighted that tracer studies played a key role in understanding how graduates were doing after leaving school, particularly in terms of job relevance and skill application. However, research focusing on Social Work graduates, especially from regional colleges like ISAP-K, remained very limited. This left a gap in understanding how well the program equipped its graduates for actual social work practice and professional growth.

Theoretical Framework

Based on Becker's Human Capital (1964), which says that education and training are important investments that help people gain skills and knowledge needed for better job opportunities. In this tracer study, it means that the education and experiences given by ISAP-K to Bachelor of Science in Social Work students help prepare them for employment and success in their chosen career.

The framework shows that the graduates' demographic profile such as sex, age, and year graduated and employment profile like employment status, place of work, years in current job and how long it took to get their first job may have an effect on how they assess the Social Work program they finished. Their feedback on the objectives, curriculum, instruction, faculty, library, and student services reflects how effective the program was in preparing them for their profession.

Through this conceptual framework, the study aims to know how well the Social Work program of ISAP-K helped its graduates become job-ready and successful in their field. It will also serve as a guide in improving the curriculum and support services for future students.

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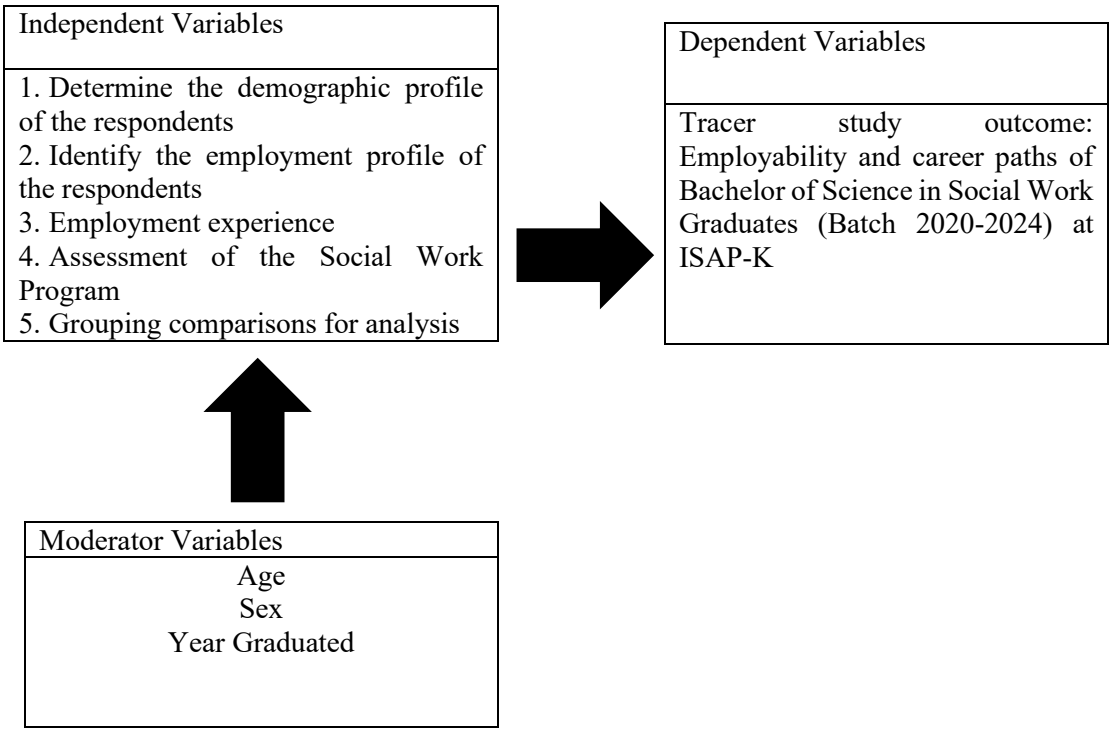


Figure 1. *Paradigm of the Study*

Statement of the Problem

This study seeks to find out the Employability and Career paths of the graduates of the Bachelor of Science in Social Work Program of ISAP-K, specifically the study aimed to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
   A. Sex
   B. Age
   C. Year Graduated
2. What is the employment profile of the respondents in terms of:
   A. Employment Status
   B. Place of employment
   C. Numbers of years working in current employment
   D. Duration it took before landing with the first job
3. What is the assessment of the respondents of the Social Work program in terms of:

   3.1 Objective

   3.2 Curriculum

   3.3 Standards and instructions

   3.4 Faculty

   3.5 Library

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3.6 Student Services

4. Is there significant relation on the assessment of the respondents of the Social Work Program when group according to their profile?

5.Is there significant difference on the assessment of the respondents of the Social Work Program when group according to their profile?

Statement of Objectives

At the end of the study the researcher will be able to:

1. Determine the demographic profile of the respondents in terms of:
   1.1 Sex
   1.2 Age
   1.3 Year Graduated

2. Assess the employment profile of the respondents in terms of:
   2.1 Employment Status
   2.2 Place of Employment
   2.3 Number of years working in current employment
   2.4 Duration it took before landing with the first job

3. Evaluate the respondent's assessment of the Social Work program in terms of:
   3.1 Objective
   3.2 Curriculum
   3.3 Standards and Instructions
   3.4 Faculty
   3.5 Library
   3.6 Student Services

4. To determine whether there is significant relation on the assessment of the respondents of the Social Work Program when group according to their profile?

5. To determine whether there is a significant difference in the Assessment of the Social Work Program when Respondents are grouped according to their profile.

Significance of the Study

The study will be beneficial to the ff.

ISAP-K Administration and Faculty. The results will help the school know if the Social Work program meets the needs of the students and the job market. It can also help improve the curriculum and training programs to better prepare students for their future careers.

Graduates. This study will help graduates reflect on their journey after graduation, such as their employment, experiences, and challenges. It can also give them a chance to share insights that may help future Social Work students.

Current and Future Students. The findings can guide students in setting goals for their careers. By knowing the experiences of previous graduates, they can prepare themselves for job opportunities and understand what skills are important after graduation.

Parents. This study can give parents an idea of how graduates are doing after college. It helps them see the importance of the support and encouragement they give to their children during their studies. It also allows

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them to understand the value of the Social Work program and how it can lead to meaningful and stable careers for their children.

CHED and Other Educational Institutions. The results of this study can be used as a reference in improving Social Work education and making sure that programs are aligned with the needs of the profession.

Future Researchers. This research can serve as a basis for future tracer studies. It can help other researchers explore more topics related to graduate employability and job readiness.

Scope and Delimitation

This study focuses on tracing the employability and career progress of Bachelor of Science in Social Work graduates from batch 2020–2024 of ISAP-K. It aims to gather information about their current employment status, the relevance of their jobs to their field of study, and the challenges they faced in finding employment. The study also seeks to identify how the knowledge and skills they gained from the university helped them in their current careers.

The scope of this study focuses only to the graduates from the said batches who can be reached through online platforms, and school records. It does not include graduates from other programs or schools outside ISAP-K.

The delimitations of the study include the possible lack of available data, limited resources, and the difficulty in locating some respondents.

Definitions of Terms

The following terms are defined contextually and operationally to provide clarity and better understanding of how they are used in this study.

Bachelor of Science in Social Work (BSSW). Refers to the degree program completed by the respondent, which provides theoretical knowledge, field instruction, and practical training required for professional social work practice.

Challenges Faced. The specific difficulties encountered by graduates in securing employment, adjusting to work demands, or finding positions aligned with their Social Work background.

Competencies. The skills, the knowledge, attitudes, and professional behaviors acquired by the graduates during the BSSW program, which they apply in their current work or professional engagements.

Curriculum Relevance. The extent to which the content field experiences, and learning activities of the BSSW program reflect and respond to the actual duties, expectations, and needs within the graduates' workplaces.

Employability. The ability of the graduates to secure and maintain employment after completing the BSSW program, as shown through job status, job relevance, and readiness for professional practice.

Employment Status. The current work situation of graduates, categorized as employed, unemployed, self-employed, or pursuing further studies at the time of data collection.

Job Placement. The type of job, role, or position obtained by graduates after completing the BSSW program, including whether the job is related or unrelated to Social Work.

Professional Development. training, seminars, workshops, certifications, or continuing education pursued by graduates after finishing the BSSW program to enhance their competencies and career advancement.

Tracer Study. A method used in this research to track and analyze the employment outcomes, career paths, and experiences of BSSW graduates from ISAP-K, Batch 2020-2024.

Demographic Profile. The personal characteristics of the respondent-including age, sex, and year graduated-used to identify trends and compare groups in the study.

Employment Profile. A set of employment-related information about the respondents, including their employment status, workplace, years of service, and the time it took to secure their first job.

Employment Experience. The graduates' actual work experiences, including job responsibilities, relevance of their job to their degree, workplace challenges, and opportunities for career growth.

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Student Services. The support programs and assistance provided by ISAP-K-such as guidance services, trainings, and student support systems-that may contribute to the graduates' job readiness.

Field Instruction/ Practicum. The supervised fieldwork required in the BSSW program where students apply social work knowledge and skills in real-world settings, significantly contributing to their preparedness for employment.

Curriculum. The structured set of courses, academic activities and learning experiences offered in the BSSW program, which aim to develop students' professional competence.

Literature Review

Education is a fundamental key to human and social development. It does not only provide individuals with knowledge and skills but also shapes their attitudes and competencies needed for their professional growth. As higher education institutions strive to maintain quality and relevance, tracer studies have become one of the most reliable tools to evaluate how graduates perform after finishing their studies. These studies give a clear picture of how well the curriculum, training, and institutional support have prepared graduates for employment and life beyond school.

Tracer studies serve as an important instrument in monitoring the career progress of graduates and the effectiveness of educational programs. According to Schomburg (2021), tracer studies provide feedback that enables universities to determine if their graduates are using their acquired knowledge and skills in their current professions. These studies are often used as a basis for curriculum review and program development.

In the Philippines, several institutions have conducted tracer studies to assess graduate employability. De Vera and Francisco (2020) revealed that most graduates from higher education institutions were able to secure employment within one year after graduation. Their study also found that graduates who underwent internship programs and job-readiness seminars were more likely to be employed in positions related to their field of study. Similarly, Dela Cruz and Aquino (2021) emphasized that tracer studies help in understanding the job placement rates, salary levels, and satisfaction of graduates, which are all indicators of an institution's academic quality.

Internationally, Kaur and Singh (2022) examined tracer studies in Asian universities and found that graduate employability is highly influenced by the relevance of the curriculum and the strength of university-industry linkages. They concluded that institutions that regularly update their courses based on labor market needs produce more employable graduates. This aligns with the idea of continuous improvement in education systems to ensure that learning outcomes are aligned with the demands of society.Social Work is a profession that requires both academic preparation and emotional intelligence. It involves working closely with individuals, families, and communities to promote social welfare and justice. According to Ramasamy (2021), effective Social Work education must integrate theory with practice, enabling students to apply classroom knowledge in real-world contexts.

In the Philippines, Soriano and David (2023) conducted a study on the readiness of Social Work graduates and discovered that field instruction plays a crucial role in developing the skills needed for professional practice. Their research found that exposure to community work, case management, and field supervision helped students build confidence and practical competencies. Likewise, Torres, Mendoza, and Ramos (2022) emphasized that hands-on training during practicum experiences allows students to understand social issues more deeply and prepares them to engage effectively with clients and organizations.

Meanwhile, Lopez and Javier (2023) explored how Social Work graduates view their educational experiences. They found that while many graduates appreciated the relevance of their training, others believed that some courses needed updating to better match current issues such as mental health, disaster response, and digital social work. This suggests that curriculum development must be flexible and responsive to the changing social environment. Internationally, Adams and Keating (2021) discussed that the success of Social Work education depends on the balance between technical knowledge and personal development. They argued that

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students should be given opportunities to reflect on their values and strengthen their emotional resilience, as these qualities are essential in professional practice.

Employment outcomes serve as a key measure of how effectively education translates into professional success. According to Dizon and Reyes (2021), graduates who possess a combination of technical skills, communication skills, and adaptability are more likely to be hired in positions related to their field. They also found that graduates who actively participated in internships, research, and community service projects during college were more confident and prepared for employment.

In a study conducted by Villanueva (2023), most Social Work graduates in the Philippines were employed in government agencies, non-government organizations (NGOs), and social development offices. However, some reported challenges such as limited career advancement and low salaries. Despite these difficulties, many graduates expressed a strong sense of fulfillment because their work contributed to helping communities and promoting social welfare.

In a related study, Castillo and Ramos (2022) noted that some Social Work graduates pursue further education or shift to related professions like counseling, education, or human resource development. This shows that a degree in Social Work offers flexibility and can open doors to various career paths.

Globally, Harris (2021) found that social workers are in demand in many countries, especially in areas related to healthcare, education, and community development. However, the profession also faces challenges such as burnout, workload, and limited institutional support. This highlights the need for continued professional development and better working conditions for social workers.The continuous evaluation of academic programs is necessary to ensure that institutions provide quality education that meets both student and societal needs. According to De Guzman and Ortega (2022), the feedback gathered from graduates is vital in determining which aspects of the curriculum and teaching strategies are effective. Graduate feedback also helps administrators identify gaps in facilities, faculty performance, and student services.Pascual (2021) highlighted that institutional support, such as access to libraries, laboratories, and student welfare services, plays a significant role in shaping student success. When students feel supported during their studies, they are more likely to perform better academically and professionally. Furthermore, Gonzales and Manalo (2022) emphasized that a strong link between academic institutions and industries can help graduates transition more easily into the workforce. They suggested that schools should strengthen partnerships with government and non-government organizations to create internship and job placement opportunities for graduates.

METHODS

This chapter presents the research design, locale and population of the study, data gathering instrument, data gathering procedure, and validity and reliability of instrument.

Research Design

The researchers employed a descriptive quantitative research design to determine the employability, career paths, and perceptions of Bachelor of Science in Social Work (BSSW) graduates from ISAP-K for the batches 2020–2024. This design was appropriate since the study aimed to describe the graduates' demographic profile, employment status, and assessment of the Social Work program. Using numerical data gathered through a structured survey questionnaire, the study sought to present a factual and statistical overview of the graduates' employment experiences and their evaluation of the program's effectiveness in preparing them for professional practice.

Locale and Population of the Study

The study was conducted at International School of Asia and the Pacific Kalinga (ISAP-K), the institution offering the Bachelor of Science in Social Work program. This location was selected as the primary site because it served as the academic home of the respondents, providing a reliable source of data for graduates from Batches

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2020–2024. The study will focus on the said institution to understand how its Social Work program contributed to the employment outcomes and readiness of its graduates in the field.The population of the study consisted of all individuals who have completed the Bachelor of Science in Social Work program at ISAP-K from the years 2020 to 2024. This includes graduates who were employed, unemployed, self-employed, or currently pursuing further studies. The study aimed to collect comprehensive data to describe their employment profile and evaluate their perception of the quality and relevance of the program.

Data Gathering Instrument

The primary tool for data collection in this study was a survey questionnaire, adopted from the CHED Graduate Tracer Study 2017. The survey instrument was divided into three parts to comprehensively gather information.

The study is structured into three key sections to evaluate the employability and career relevance of B.S. Social Work graduates from batch 2020-2024 at ISAP-K. The first part contains the demographic profile of the respondents, including information such as age, gender, year of graduation, and other relevant personal details. The second part focuses on employment status, determining whether the graduates are unemployed, underemployed, gainfully employed, or self-employed.

The third part contained the perception of ISAP-Kalinga Educational Program evaluates graduates' perceptions of the Social Work Program in terms of its objectives, curriculum standards, and faculty, using a 4-point scale ranging from excellent to fair. Together, these sections provide a comprehensive analysis of the graduates' career paths, the applicability of their degree in their professional lives, and the impact of further studies or training on their career trajectories.

The questionnaire was slightly modified to fit the context of this study while maintaining alignment with the objectives of the research. Data collection will be conducted through an online platform, such as Google Forms, to maximize response rates and accessibility for the participants.

Data Gathering Procedure

The data gathering process was carried out in three structured phases: The pre-data collection phase, the data collection phase, and the post-data collection verification phase. In the preparatory stage, the researchers adopted and modified an existing survey questionnaire to align with the objectives of the study. A convenience sampling method was utilized to recruit participants, specifically targeting BS Social Work graduates from Batch 2020-2024 of ISAP-K. The researchers contacted potential participants through Facebook, email, or mobile communication to confirm their availability and willingness to participate. Once participation was confirmed, the final version of the questionnaire was converted into a google forms format to ensure easily accessible distribution.

During the data collection phase, the Google form link was distributed individually to qualified participants at a time convenient to them. Before proceeding to the survey questionnaire, each participant was required to read and agree to an informed consent statement detailing the purpose of the study, voluntary participation, data usage and their right to withdraw at any moment. Participants then completed the questionnaire, which included demographic questions and items directly related to the objectives of the research. For those with limited or unstable internet access, the researchers assisted in data collection through direct messaging or brief follow-up calls to ensure that all willing participants are accommodated.

Once all responses were received, the researchers reviewed each submission to check for incomplete, inconsistent, or unclear answers. In case of discrepancies, participants were contacted to provide clarification or confirmation of their responses to ensure accuracy. If additional information was needed, the researchers conducted short follow-up interviews to strengthen the completeness, reliability, and validity of the collected data. Verified responses were then be prepared for analysis according to the study's methodological framework.

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Ethical Considerations in Data Collection

Ethical considerations guided all stages of data collection in this study. Participants were provided with informed consent forms explaining the purpose of the study, their voluntary participation, and their right to withdraw at any time without allowing them to control what information they shared, and data collection occurred in private, convenient settings. For vulnerable groups, such as younger graduates, guardian or relevant authority permission was obtained to ensure protection and adherence to ethical standards. These measures ensured that the study was conducted responsibly, ethically, and with respect for the rights and welfare of all participants.

Reliability and Validity of the Instrument

The survey questionnaire used in this study was adopted and slightly modified from the CHED Graduate Tracer Study 2017 to suit the context of B.S. Social Work graduates from batch 2020-2024 at ISAP-K. This instrument had been widely used in similar tracer studies, ensuring its validity and reliability in assessing graduate employability, career progression, and perceptions of the academic program. The slight modifications were made to align the questionnaire with the specific objectives of this study, particularly in evaluating the graduates' employment status, career paths, and their views on the Social Work program's relevance to professional practice, while maintaining the integrity of the original instrument.

Treatment of Data

Descriptive Statistics using frequency counts and percentage were used to assess the Social Work graduates of ISAP-Kalinga.

To assess the perceptions of respondents in the Social Work Program the following Likert four-point scale was used.

Arbitrary Value	Statistical Limit	Equivalent Description	Symbol
4	3.25-4.00	Excellent	E
3	2.50-3.24	Very Satisfactory	VS
2	1.75-2.49	Satisfactory	S
1	1.00-1.74	Fair	F

Statistical Tool

Statistics was a type of analysis that involved using different types of statistical tools to analyze and understand the outcome of the data that was presented in a certain study. The gathered data was collated, tallied and correspondingly summarized by the researchers. The data, which was gathered from the questionnaire, was subjected to statistical treatment in order to ensure the reliability of the results.

1. Frequency

Frequency was used to determine the number of respondents for each category. This method helped identify the most common responses across various survey items, such as employment status and time to employment.

2. Percentage

Percentage was a measure that represented the proportion of a specific response or category relative to the total number of respondents. This was used to determine profile of the respondents and their employment status. The formula used was

$$\%=f/nx100$$

Where in

%=Percentage

F= frequency

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N= total number of the respondents

3. General Weighted Mean

This was utilized to determine the respondent's perception regarding various aspects of the Social Work program, such as curriculum, standards, faculty, and facilities. Responses were weighted based on Likert scale 4-excellent,3-Very Satisfactory,2-Satisfactory 1-Fair, and the formula in getting the mean was:

$$GWM=\Sigma(FxW)/N$$

Where in
F=frequency
W= weight
N= Total response
Σ= Summation sign

4. Ranking

Ranking was used to identify the most and least common responses on employment status, competencies used, and lessons encountered in the licensure examination.

5. T-test

This was used to compare the means of two group. The formula is as follows:

$$t=X1-X2/\sqrt{\frac{S^2}{N}+\frac{S^2}{N}}$$

Where:
X1 and X2 = mean of group and group 2
S and s = variance of the group 1 and group 2
N and n = sample size of the group 1 and group 2
RESULTS AND DISCUSSION

Table 1.1 *Demographic Profile of the Respondents in Terms of Sex.*

Category	Frequency	Percentage
Male	1	4%
Female	24	96%
Total	25	100%

Table 1.1 indicates that out of 25 respondents, 24 or 96% were female, while only 1 or 4% were male. This indicated that the majority of the respondents in the study were female.

Table 1.2. *Demographic profile of the respondents in terms of Age.*

Category	Frequency	Percentage
24	1	4%
25	3	12%
26	7	28%
27	3	12%
28	4	16%
29	1	4%

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30	3	12%
31	1	4%
32	1	4%
35	1	4%
Total	25	100%

Table 1.2 indicates that the respondents ages ranged from 24-35 years old. Most of the respondents, 7 or 28%, were 26 years old. This was followed by 4 respondentsn0r 16% who were 28 years old. Ages 25,27, and 30 each had 3 respondents or 12%. Meanwhile, ages 24,29,31,32, and 35 each had 1 respondent or 4%.

Table 1.3. *Demographic profile of the respondents in terms of year graduated.*

Category	Frequency	Percentage
2020	3	12%
2021	2	8%
2022	12	48%
2023	5	20%
2024	3	12%
Total	25	100%

Table 1.3 presents that the respondents graduated from 2020-2024. Most of the respondents, 12 or 48%, graduated in 2022. This was followed by 5 respondents or 20% who graduated in 2023. Graduates from 2020 and 2024 each had 3 respondents or 12% while 2 respondents or 8% graduated in 2021.

Table 2.1. *Employment profile of the graduates in terms of Employment status.*

Category	Frequency	Percentage
Unemployed	6	24%
Underemployed	0	0%
Self-employed	2	8%
Gainfully Employed	17	68%
Total	25	100%

Table 2.1 presents the employment status of the respondents. The majority with a frequency of 17 and a percentage of 68%, are gainfully employed, followed by six 6 unemployed with a percentage of 24%, two 2 self-employed with a percentage of 8%. This indicates that most of the respondents are currently working.

Table 2.2. *Employment profile of the graduates in terms of Place of Employment*

Category	Frequency	Percentage
Local	19	76%
Abroad	0	0%
N/A	6	24%
Total	25	100%

Table 2.2 presents that distribution of the respondents in terms of their place of employment. It can be gleaned from the table that the majority of the respondents are working locally with a frequency of 19 and a percentage of 76% while only 6 are categorized as N/A, possibly referring to unemployed respondents. This means the most employed graduates worked within the local area or country.

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Table 2.3. *Employment profile of the graduates in terms of Number of years working in current employment.*

Category	Frequency	Percentage
Less than 1 year	14	56%
2 years	4	16%
3 years	6	24%
4 years	1	4%
More than 5 years	0	0%
Total	25	100%

Table 2.3 presents the number of years their respondents have been working in the current jobs. The majority, with a frequency of fourteen 14 and a percentage of 56% have been employed for less than 1 year, followed by six 6 respondents with a percentage of 24% who have been working for 3 years, four 4 respondents with a percentage of 16% for 2 years, and one 1 respondent with a percentage of 4% for 4 years. This means that most of the respondents have only been employed.

Table 2.4. *Employment profile of the graduates in terms of Duration it took before landing with the first job*

Category	Frequency	Percentage
Less than 1 year	17	68%
2 years	7	28%
3 years	0	0%
4 years	0	0%
More than 5 years	1	4%
Total	25	100%

Table 2.4 presents the duration it took for the respondent to land their first job. The majority, with a frequency of seventeen 17 and a percentage of 68%, were employed in less than 1 year, followed by 7 respondents with a percentage of 28% who took 2 years to be employed, one 1 with the percentage of 4% who took more than 5 years.

Table 3.1. *What is the assessment of the respondents of the Social Work program in terms of Objective.*

Indicators	Mean	Description
1. Provides the students the basic knowledge of the various principles and legitimate concern on sound and correct implementation of concepts in the profession	3.28	Excellent
2. Provides the students basic and fundamental knowledge and skills in medical care and applicable strategies in attainment of stated objectives in a lesson	2.92	Very Satisfactory
3. Acquired proper attitudes towards the use of integrated approaches in the different professional fields of Social Work	3.28	Excellent
4. Provides them proper management procedures in preparation to higher position in the future	3.00	Very Satisfactory
5. Procreates a professional force for the Social Work organization	3.00	Very Satisfactory
6. Reviews the fundamental knowledge and skills in the management of a Social Work or in community setting	3.20	Excellent

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7. Provides the students the basic knowledge and skills and develop them to have unwavering attitudes and commitment in the practice and profession	3.24	Excellent
8. Inculcates in the students the basic knowledge and skills in various disciplines involved in Social Work management and operations, and to develop and strengthen their attitudes towards the formation of Social Work competencies	3.20	Very Satisfactory
9. Provides the necessary and vital knowledge of principles, techniques, methods and strategies of Social Work practice	3.24	Excellent
10. Develop students' communication skills vital to their continuous acquisition and use of interactive activities with the community they may be destined to live in and serve	3.28	Excellent
11. Enhances vision so that students could intelligently decide how to extract and abstract principles of Social Work and the application of these principles	3.08	Very Satisfactory
12. Provides students with adequate proficiency and technical knowledge of the different general and professional disciplines	3.04	Very Satisfactory
13. Equip students with an advanced mechanism on Social Work practice and prepare them to perform strategic roles as members of the organization	3.04	Very Satisfactory
Categorical Mean	3.14	Very Satisfactory

Table 3.1 presents the graduates' assessment of the ISAP-K Social Work Program in terms of its objectives. The program obtained an overall Categorical Mean of 3.14, described as "Very Satisfactory". This indicates that the program objectives were generally achieved and positively perceived by the respondents.

The highest rated indicators, all with a mean of 3.28 and described as "Excellent", were Indicator 1: providing basic knowledge of principles, Indicator 3: developing proper attitudes toward integrated approaches, and Indicator 10: developing communication skills. This finding is corroborated by Ramasamy (2021), who stated that effective Social Work education must integrate theory with practice and develop both academic knowledge and professional attitudes. Similarly, Adams and Keating (2021) emphasized that the success of Social Work education depends on the balance between technical knowledge and personal development. Furthermore, Dizon and Reyes (2021) found that graduates with strong communication skills and adaptability are more likely to succeed in positions related to their field.

Other indicators rated as "Excellent" were Indicator 6 with a mean of 3.20, and Indicators 7 and 9 both with 3.24. These results are supported by Soriano and David (2023), who discovered that field instruction and exposure to community work play a crucial role in developing the practical competencies needed for professional Social Work practice. This shows that the program effectively prepares students in management, commitment, and application of practice strategies.

The indicators rated as "Very Satisfactory" ranged from 3.00 to 3.20. Indicator 2 obtained the lowest mean of 2.92. This pertains to providing basic and fundamental knowledge and skills in medical care. While still rated positively, this result is consistent with Lopez and Javier (2023), who found that some Social Work graduates believed that certain courses needed updating to better match current issues such as mental health and specialized fields of practice. This suggests that the area of medical-social work may require further curriculum enhancement and reinforcement to align with current practice demands.

Overall, the results reveal that the ISAP-K Social Work Program successfully achieved its objectives, particularly in developing knowledge, attitudes, and communication skills. As emphasized by De Guzman and Ortega (2022), feedback from graduates is vital in determining which aspects of the curriculum and teaching strategies are effective. The findings imply that while the program is generally effective, continuous evaluation

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and updating of courses are necessary to ensure that graduates remain responsive to the changing needs of society and the profession.

Table 3.2. *Employment profile of the graduates in terms of Curriculum*

1.The curricular objective is sufficient for training during the Social Work Internship	2.88	Very Satisfactory
2.The sequence of the subjects is organized and there are no overlapping concepts	2.96	Very Satisfactory
3.The stakeholders required further professional studies to acquire proficiency and expertise in the field	2.92	Very Satisfactory
4.The curriculum provides for the development of skills and knowledge reflective of the present trends in the Social Work profession	2.92	Very Satisfactory
5.The faculty, parents, and alumni participate in the re-assessment of the curriculum	2.88	Very Satisfactory
6.The curriculum offers for entrepreneurial competencies and self-employment	2.96	Very Satisfactory
7.The objective of the program is considered with, and related to the goals of instruction	3.00	Very Satisfactory
8.The requirements of the pre-requisites are strictly complied with	2.80	Very Satisfactory
Categorical Mean	2.92	Very Satisfactory

Table 3.2 shows the graduates' assessment of the ISAP-K Social Work Program curriculum. The curriculum received an overall Categorical Mean of 2.92, described as "Very Satisfactory". This indicates that the curriculum was generally perceived as adequate and aligned with the needs of the program.

The highest rated indicators obtained a mean of 3.00 and 2.96, both described as "Very Satisfactory". These include Indicator 7: the objective of the program is considered with and related to the goals of instruction, Indicator 2: the sequence of subjects is organized with no overlapping concepts, and Indicator 6: the curriculum offers entrepreneurial competencies and self-employment. This finding is supported by Kaur and Singh (2022), who stated that graduate employability is highly influenced by the relevance of the curriculum and the alignment of courses with labor market needs. Similarly, Gonzales and Manalo (2022) emphasized that a strong link between academic institutions and industries helps graduates' transition more easily into the workforce through relevant and organized curricula.

Other indicators also received "Very Satisfactory" ratings, ranging from 2.88 to 2.92. These include the sufficiency of the curriculum for internship training, stakeholder involvement in curriculum assessment, and the development of skills reflective of present trends in Social Work. This is consistent with De Guzman and Ortega (2022), who highlighted that feedback from graduates and stakeholders is vital in determining which aspects of the curriculum are effective and which need improvement.

The lowest rated indicator was Indicator 8 with a mean of 2.80, pertaining to strict compliance with prerequisite requirements. This result is consistent with Lopez and Javier (2023), who found that some graduates believed that certain academic requirements and course structures needed updating to better match current professional demands. This suggests that the implementation and monitoring of prerequisites may need further review to ensure they contribute meaningfully to student learning and preparation.

Overall, the results show that the curriculum of the ISAP-K Social Work Program was well-organized and relevant to the objectives of the program. As noted by Schomburg (2021), tracer studies provide feedback that enables institutions to determine if their graduates are applying their acquired knowledge and skills in their

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professions. The findings imply that while the curriculum is generally effective, continuous evaluation and stakeholder participation are necessary to maintain its quality and responsiveness to industry needs.

Indicators	Mean	Description
1.Teaching methods used by the instructors are adoptive to the subject matter.	2.96	Very Satisfactory
2.A periodic evaluation of students' and teachers' performance is done	2.80	Very Satisfactory
3.An extensive use of instructional materials is utilized	2.72	Very Satisfactory
4.The instructors rate examinations and other course requirements	2.76	Very Satisfactory
5.There are adequate opportunities for personal growth during the internship and community services.	3.08	Very Satisfactory
6.Course of study/syllabic are updated to meet objectives	2.96	Very Satisfactory
7.Policies, rules and regulations are strictly enforced.	2.88	Very Satisfactory
8.Reward systems for high achievers are available and functional.	2.88	Very Satisfactory
Categorical Mean	2.88	Very Satisfactory

Table 3.3 presents the assessment of graduates on the standards and instructional practices of the ISAP-K Social Work Program. The program received an overall Categorical Mean of 2.88, described as "Very Satisfactory". This indicates that the standards and instructional practices were generally adequate and supportive of student learning.

The highest rated indicator obtained a mean of 3.08, described as "Very Satisfactory". This is Indicator 5: There are adequate opportunities for personal growth during the internship and community services. This finding is corroborated by Soriano and David (2023), who discovered that exposure to community work and field instruction plays a crucial role in developing the confidence and practical competencies of Social Work students. Similarly, Torres, Mendoza, and Ramos (2022) emphasized that hands-on training during practicum experiences allows students to understand social issues more deeply and prepares them to engage effectively with clients and organizations.

Other indicators also received "Very Satisfactory" ratings, ranging from 2.88 to 2.96. These include Indicator 1: teaching methods are adoptive to subject matter, and Indicator 6: course of study/syllabi are updated to meet objectives. This is supported by Kaur and Singh (2022), who found that institutions that regularly update their courses based on labor market needs produce more competent graduates. Furthermore, Pascual (2021) highlighted that institutional support and instructional practices significantly shape student success and professional preparation.

The lowest rated indicator was Indicator 3 with a mean of 2.72, pertaining to extensive use of instructional materials. This implies that the use of diverse and updated instructional materials may need to be strengthened. This result is consistent with Lopez and Javier (2023), who noted that some graduates believed that certain courses and instructional resources needed updating to better match current issues such as digital social work and modern teaching approaches.

Overall, the results show that the standards and instructional practices of the program were adequate, with internship and community service components rated highly. As stated by De Guzman and Ortega (2022), graduate feedback is vital in identifying gaps in instructional delivery and facilities. The findings suggest that while the program provides strong support for personal and professional growth, continuous improvement in instructional materials and teaching resources is recommended to enhance student engagement.

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Table 3.4. *Employment profile of the graduates in terms of Faculty*

Indicators	Mean	Description
1.Provides knowledge on the principles and techniques of teaching as well as classroom management strategies	2.92	Very Satisfactory
2.Equips the students with the basic and fundamental knowledge and skills in various disciplines applicable in the proper and efficient attainment of the learning process	2.88	Very Satisfactory
3.Gives the students the basic and fundamental knowledge and skills and develops in them good attitude and commitment in the Social Work profession	3.00	Very Satisfactory
4.Offer students the basic knowledge in the various principles and legitimate concepts in the sound and correct implementation of the Social Work profession	2.88	Very Satisfactory
5.Instill the basic knowledge in various disciplines related to the Social Work problem	3.04	Very Satisfactory
6.Enhances vision so that students would intelligently decide how to extract an abstract teaching and learning process	2.88	Very Satisfactory
7.Delivers fundamental knowledge and skills in the management of classrooms and students	2.88	Very Satisfactory
8.Gives adequate proficiency and technical knowledge of the different general and professional disciplines of Social Work	2.96	Very Satisfactory
9.Provides knowledge and skill for better understanding and application of the principles in line with the implementation for efficient Philippines Social Work System	2.88	Very Satisfactory
10.Develop skills vital to their acquisition and use of interactive activities with the acquisition	2.80	Very Satisfactory
Categorical Mean	2.91	Very Satisfactory

Table 3.4 presents the graduates' assessment of the faculty of the ISAP-K Social Work Program. The faculty obtained an overall Categorical Mean of 2.91, described as "Very Satisfactory". This indicates that the faculty members were generally effective in delivering knowledge, skills, and professional values to the students.

The highest rated indicator obtained a mean of 3.04, described as "Very Satisfactory". This is Indicator 5: Instill the basic knowledge in various disciplines related to the Social Work problem. This finding is corroborated by Ramasamy (2021), who stated that effective Social Work education must integrate various disciplines to enable students to apply knowledge in real-world contexts. Similarly, Adams and Keating (2021) emphasized that the success of Social Work education depends on developing both technical knowledge and the ability to address complex social problems.

Other indicators rated as "Very Satisfactory" include Indicator 3 with a mean of 3.00, and Indicator 8 with 2.96. These pertain to developing good attitude and commitment, and providing technical knowledge in Social Work disciplines. This is supported by Dizon and Reyes (2021), who found that graduates who possess a combination of technical skills and professional commitment are more likely to succeed in their field. Furthermore, Soriano and David (2023) highlighted that faculty guidance during field instruction helps students build both competence and professional identity.

The lowest rated indicator was Indicator 10 with a mean of 2.80, pertaining to develop skills vital to acquisition and use of interactive activities. While still rated as "Very Satisfactory", this result suggests that faculty may need to strengthen strategies for interactive and community-based learning. This is consistent with Torres,

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Mendoza, and Ramos (2022), who emphasized that interactive activities and direct engagement with communities are essential in preparing Social Work students for professional practice.

Overall, the results show that the faculty of the ISAP-K Social Work Program were effective in providing knowledge across various disciplines and in developing professional attitudes. As noted by De Guzman and Ortega (2022), feedback on faculty performance is vital in determining effective teaching strategies. The findings imply that while faculty performance is generally strong, continuous professional development and enhancement of interactive teaching methods are recommended to further prepare students for community engagement.

Table 3.5. *Employment profile of the graduates in terms of Library*

Indicators	Mean	Description
1.Authors of reference are relevant to the Philippine setting	2.96	Very Satisfactory
2.The library has adequate furniture and equipment and has adequate book holding on Social Work	2.36	Very Satisfactory
3.The library is well ventilated and lighted	2.76	Very Satisfactory
4.Enough copies of Social Work books are provided in the library	2.44	Very Satisfactory
5.Policies in the use of library are well observed and fines are imposed in students who violate library rules and regulation	2.80	Very Satisfactory
6.Books of foreign authors are also used as references	2.64	Very Satisfactory
7.Professional books and books for other related disciplines are available and enough use as references	2.68	Very Satisfactory
8.The library is equipped with enough books in Social Work	2.48	Very Satisfactory
9.The books and reference on Social Work are updated	2.48	Very Satisfactory
10.The journals, magazines and newspapers are adequate and updated	2.32	Very Satisfactory
Categorical Mean	2.59	Very Satisfactory

Table 3.5 presents the graduates' assessment of the ISAP-K library in terms of its resources and facilities. The library received an overall Categorical Mean of 2.59, described as "Very Satisfactory". This indicates that the library resources were generally perceived as adequate in supporting the academic needs of Social Work students.

The highest rated indicator obtained a mean of 2.96, described as "Very Satisfactory". This is Indicator 1: Authors of reference are relevant to the Philippine setting. This finding is supported by Pascual (2021), who highlighted that institutional support such as access to relevant libraries and reference materials plays a significant role in shaping student success. Similarly, De Guzman and Ortega (2022) emphasized that adequate academic resources help students perform better academically and professionally.

Other indicators also received "Very Satisfactory" ratings, ranging from 2.64 to 2.80. These include the use of foreign authors as references, availability of professional books, and observance of library policies. This suggests that the library provides a range of resources aligned with the curriculum. This is consistent with Kaur and Singh (2022), who stated that institutions that maintain updated and diverse learning resources produce more prepared graduates.

The lowest rated indicator was Indicator 10 with a mean of 2.32, pertaining to journals, magazines and newspapers are adequate and updated. This implies that periodicals and current publications may need to be improved. This result is consistent with Lopez and Javier (2023), who noted that some graduates believed that academic resources needed updating to better match current issues and trends. Furthermore, Pascual (2021) stated that limited institutional resources can affect student learning experiences, thus resource allocation should be strengthened.

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Overall, the results show that the library serves as a support system for the academic success of students, particularly in providing relevant references. However, as suggested by De Guzman and Ortega (2022), graduate feedback is vital in identifying gaps in facilities and student services. The findings imply the need for improved resource allocation to ensure that the library remains a strong backbone for learning, especially in keeping references and periodicals updated.

Table 3.6. *Employment profile of the graduates in terms of Student Services*

Indicators	Mean	Description
1. There is a harmonious relationship between personnel and administration	2.64	Very Satisfactory
2. Guidance and counselling activities are provided	2.68	Very Satisfactory
3. Student Centers for student body organizations are provided	2.56	Very Satisfactory
4. Projects and programs of the students' organization are well provided	2.64	Very Satisfactory
5. Attendance of students to seminars and workshops are encouraged and supported	2.88	Very Satisfactory
6. Scholarship grants are available to qualified and deserving students	2.92	Very Satisfactory
7. Services rendered by the accounting office, registrar's office, library, medical and dental services are efficient	2.40	Very Satisfactory
8. The school student-personnel services are functional	2.48	Very Satisfactory
Categorical Mean	2.65	Very Satisfactory

Table 3.6 presents the graduates' assessment of the Student Services of the ISAP-K Social Work Program. The Student Services obtained an overall Categorical Mean of 2.65, described as "Very Satisfactory". This indicates that student support services were generally adequate and responsive to the needs of the students.

The highest rated indicator obtained a mean of 2.92, described as "Very Satisfactory". This is Indicator 6: Scholarship grants are available to qualified and deserving students. This finding is supported by Pascual (2021), who highlighted that institutional support such as financial assistance and student welfare services significantly contributes to student success. Similarly, De Guzman and Ortega (2022) emphasized that accessible student services help create a supportive academic environment that enhances learning outcomes.

Other indicators also received "Very Satisfactory" ratings, ranging from 2.64 to 2.88. These include Indicator 5: attendance to seminars and workshops are encouraged, and Indicator 2: guidance and counselling activities are provided. This is consistent with Gonzales and Manalo (2022), who stated that schools should strengthen support systems and co-curricular activities to better prepare students for professional practice. Furthermore, Soriano and David (2023) noted that guidance and exposure to seminars help students develop confidence and competencies needed in the field.

The lowest rated indicator was Indicator 7 with a mean of 2.40, pertaining to services rendered by accounting, registrar, library, medical and dental services are efficient. While still rated as "Very Satisfactory", this suggests that administrative and support services may need improvement in efficiency. This result is consistent with De Guzman and Ortega (2022), who stated that graduate feedback helps administrators identify gaps in student services and administrative processes. This implies the need for streamlining procedures to better serve students.

Overall, the results show that Student Services are performing well, particularly in providing scholarships and supporting student development activities. As noted by Pascual (2021), when students feel supported during their studies, they are more likely to perform better academically and professionally. The findings suggest that

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while services are generally satisfactory, strengthening administrative efficiency and expanding support programs would further enhance student welfare.

Table 4. *Is there significant relationship on the assessment of the respondents of the Social Work Program when group according to their profile?*

Profile		Assessment of the respondents of the Social Work Program					
		Objective	Curriculum	Standard and Instructions	Faculty	Library	Student Services
sex	Pearson r	0.679	0.073	0.057	0.0408	0.064	0.134
	r^2	0.004	0.005	0.003	0.001	0.004	0.017
	p-value	0.747	0.730	0.786	0.760	0.760	0.524
age	Pearson r	0.176	0.150	0.006	0.003	0.003	0.011
	r^2	0.031	0.022	4.00e-5	1.53e-5	0.001	1.42e-4
	p-value	0.400	0.475	0.976	0.861	0.976	0.955
Year	Pearson r	0.058	0.032	0.126	0.03	0.049	0.010
Graduated	r^2	0.003	0.001	0.016	0.001	0.002	1.02e-4
	p-value	0.781	0.879	0.547	0.815	0.815	0.962
Employment	Pearson r	0.111	0.116	0.0259	0.161	0.054	0.081
Status	r^2	0.012	0.013	6.69e-4	0.025	0.002	0.006
	p-value	0.669	0.581	0.902	0.442	0.796	0.699
Place of	Pearson r	0.090	0.078	0.03	0.122	0.064	0.083
Employment	r^2	0.008	0.006	0.001	0.014	0.004	0.006
	p-value	0.669	0.712	0.872	0.562	0.079	0.692
Number of	Pearson r	0.131	0.010	0.076	0.108	0.006	0.140
years working	r^2	0.017	1.09e4	0.005	0.011	0.705	0.019
in current	p-value	0.533	0.960	0.715	0.608	0.200	0.255
employment							
Duration it	Pearson r	0.128	0.108	0.212	0.313	0.039	0.650
took before	r^2	0.0165	0.011	0.044	0.097	0.339	0.219
landing with	p-value	0.541	0.608	0.310	0.128	0.310	0.219
the first job.							

The result in table 4 reveal that there is no significant relationship between the respondents' assessment of the Social Work program and their profile variables such as sex, age, year graduated, employment status, number of years working in current employment, and duration it took before landing the first job. This is supported by the computed p-values which are all greater than the 0.05 level of significance across all indicators including objectives, curriculum, standards and instructions, faculty, library, and student services.

This suggest that the Social Work program is implemented in a consistent and standardized manner. Graduates may have experienced similar instructional delivery, learning opportunities, faculty support, and student services, which contributed to the uniformity of their assessment.

Furthermore, the Social Work profession emphasizes shared values such as service, social responsibility, empathy and community engagement. This common educational and professional foundations may explain why graduates demonstrate similar evaluations of the program despite differences in their personal profile.

The findings of the study are supported by the study of Dumaop and Phuphaibu (2024), which found that graduates' perceptions of academic programs remained consistent regardless of demographic characteristics. Similarly, Alhassan and Alhaddad (2021) reported that graduates' evaluations of professional programs were not significantly influenced by employment and personal factors. These studies support the idea that well-structured academic programs often lead to common perceptions and assessments among graduates.

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Table 5. *Is there significant difference on the assessment of the respondents of the Social Work Program when group according to their profile?*

Profile		Assessment of the respondents of the Social Work Program					
		Objective	Curriculum	Standard and Instructions	Faculty	Library	Student Services
sex	t/f	0.107	0.122	0.0756	0.0532	0.0953	0.419
	value	0.747	0.730	0.786	0.820	0.760	0.524
	pvalue						
age	t/f	0.589	0.948	0.661	0.246	0.235	0.219
	value	0.787	0.515	0.731	0.980	0.983	0.987
	pvalue						
Year Graduated	t/f	0.0810	0.428	0.277	0.359	0.96	0.593
	value	0.987	0.786	0.889	0.835	0.739	0.672
	pvalue						
Employment Status	t/f	0.224	0.479	0.0258	0.942	0.0614	0.0769
	value	0.801	0.625	0.975	0.406	0.941	0.926
	pvalue						
Place of Employment	t/f	0.188	0.140	0.0265	0.956	0.0948	0.161
	value	0.669	0.712	0.872	0.339	0.761	0.692
	pvalue						
Number of years working in current employment	t/f	0.260	0.727	0.372	0.618	0.427	1.24
	value	0.853	0.547	0.774	0.611	0.735	0.320
	pvalue						
Duration it took before landing with the first job.	t/f	0.257	0.145	0.516	0.174	0.962	1.06
	value	0.776	0.866	0.604	0.199	0.397	0.364
	pvalue						

Note: * significant at 0.05 alpha

The result in Table 5 shows that there is no significant difference in the assessment of the respondents of the Social Work program when group according to their profile variables such as, sex, age, year graduated, employment status, place of employment, number of years working in current employment, and duration before landing the first job. The computed p-values for all variables are greater than the 0.5 level of significance; therefore, the null hypothesis is accepted.

This means that the respondents, regardless of their demographic and employment characteristics, have relatively similar assessments of the Social Work program in terms of objectives, curriculum, standards and instructions, faculty, library and student services. The absence of significant differences indicates that graduates share common experiences and perspectives regarding the implementation and effectiveness of the program.

Moreover, the program may have contributed to the development of shared professional competencies and perspective through common classroom instruction, fieldwork exposure, and values formation activities. These shared experiences may explain why respondents exhibit similar evaluations despite differences in their profiles and employment backgrounds.

The findings are consistent with the study of Navarro et al. (2020), which revealed that graduates' assessment of academic programs did not significantly differ when group according to their demographic

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variables. Likewise, the study of Cruz and Santos (2022) emphasized that consistent curriculum implementation and faculty support contribute to uniform graduate perceptions across various profile groups.

Summary of the Findings

The survey was answered by twenty-five Social Work graduates, twenty-four of whom were female and one male, aged between 24 and 35 years old. Most of them graduated in 2022 twelve people, while the rest graduated in 2020 three people, 2021two people, 2023five people, and 2024three people.

The majority of the respondents seventeen are gainfully employed, two are self-employed, six are unemployed, and none are working abroad, and six indicated N/A.

When it comes to how long they have been in their current jobs, fourteen have worked for less than a year, four for two years, six for three years, and one for four years. None have worked for more than five years in their current employment.

Most of them(seventeen)obtained their first job within one year after graduation, seven within two years, and one took more than five years. None took three or four years to get their first job.

The survey also assessed the graduates' views on the Social Work program in terms of objectives, curriculum, standard and instructions, faculty, library, and student services. Overall, the graduates rated the program as very satisfactory across all areas. The highest rating was given to the program objectives with a categorical mean of 3.14, while the lowest was for the library with a categorical mean of 2.59.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn.

The graduates assessed the Social Work program of the International School of Asia and the Pacific-Kalinga as "Very Satisfactory" in terms of program objectives, curriculum, standards and instructional practices, faculty, library, and student services. This indicates that the program has generally provided adequate preparation for graduates in terms of knowledge, skills, and professional values.

However, it was found that most of the areas obtained overall means below 3.00, which suggests that while the ratings are considered "Very Satisfactory," there are still aspects that need to be strengthened and improved. The results revealed that the library and student services obtained the lowest ratings among all areas. Other areas such as curriculum, instructional standards, and faculty also obtained means below 3.00, indicating the need for continuous review and enhancement. Only the program objectives obtained a mean above 3.00, although some of its indicators still fell below this level.

The findings further show that graduates value most the opportunities for personal growth during internship and community service, as well as the faculty's ability to instill basic knowledge in various disciplines related to Social Work. These strengths should be sustained and further enhanced. On the other hand, areas such as the adequacy and updating of library resources, efficiency of student support services, use of instructional materials, and implementation of prerequisite policies were identified as areas needing immediate attention.

Overall, the results imply that while the ISAP-K Social Work program is generally effective in producing competent graduates, continuous improvement is necessary to address the gaps identified. Strengthening institutional support, updating resources, enhancing instructional strategies, and improving student services will contribute to better program outcomes and graduate employability. The feedback from graduates serves as a valuable basis for program development and quality assurance.

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Recommendation

Based on the findings of the study, several recommendations are presented to further enhance the Social Work program of the International School of Asia and the Pacific-Kalinga.

Although the program objectives generally received a "Very Satisfactory" rating, areas that obtained means below 3.00 should still be given attention. The institution should strengthen the medical-social work and mental health component of the program as this obtained one of the lowest ratings. There is a need to update course content to address current issues in health and mental health practice. The department may conduct training-workshops on Medical Social Work and Mental Health in partnership with the Department of Health and local hospitals. Hospital social workers may also be invited as guest lecturers to share real case management experiences. In addition, modules on disaster response and mental health first aid may be integrated in relevant subjects. This recommendation is supported by Lopez and Javier (2023) who emphasized the need to update courses to match current professional demands.

The curriculum also needs to be continuously improved despite its "Very Satisfactory" rating. The findings show that strict compliance with prerequisite requirements and the overall organization of subjects obtained means below 3.00. To address this, curriculum mapping workshops may be organized with faculty and industry partners to evaluate subject flow and eliminate overlapping of concepts. A Curriculum Review Committee composed of faculty, student, and alumni representatives may be formed to assess the relevance of prerequisites. An updated student handbook clearly outlining prerequisites and their purpose should also be developed and distributed. This aligns with Kaur and Singh (2022) on the importance of curriculum relevance to graduate employability and Gonzales and Manalo (2022) on school-industry linkages.

Instructional standards and practices should likewise be enhanced. While rated as "Very Satisfactory," several indicators including the extensive use of instructional materials and updating of syllabi obtained means below 3.00. The institution may provide faculty training on digital social work tools and multimedia teaching strategies. Budget allocation for updated textbooks, e-books, and case study materials should be prioritized. A Teaching Materials Development Center may be established to assist faculty in creating and updating instructional modules to meet current objectives. This is supported by Pascual (2021) and Kaur and Singh (2022) who highlighted that updated resources and courses contribute to student and graduate success.

Faculty development should also be prioritized. Although the faculty received a "Very Satisfactory" rating, indicators related to the development of interactive activities and community-based skills obtained means below 3.00. Seminars on experiential learning, role-playing, and facilitation of community immersion may be conducted for faculty members. A Faculty Exchange Program with NGOs and government agencies may be implemented to provide practical exposure. Incentives may be given to faculty who develop community-based projects with students to encourage innovation in teaching. This recommendation is consistent with Torres, Mendoza, and Ramos (2022) and Soriano and David (2023) on the importance of interactive activities and field instruction in Social Work education.

The library resources need significant improvement. With an overall mean below 3.00, this area obtained the lowest rating among all areas. The findings particularly show that the adequacy and updating of journals, magazines, and newspapers need immediate attention. Increasing the budget allocation for subscription to Social Work journals and online databases is recommended. A "Donate-a-Book" program with alumni and partner organizations may be launched to expand library holdings. A Library Development Plan should be created with quarterly updating of Social Work references and digital materials to ensure relevance.

This is supported by De Guzman and Ortega (2022) and Pascual (2021) who stated that adequate academic resources contribute to better learning outcomes.

Student services should also be strengthened. The overall rating was below 3.00, indicating the need to improve support systems. The efficiency of services rendered by the accounting, registrar, library, and medical-dental offices obtained the lowest rating and should be prioritized. The implementation of an Online Appointment and Tracking System for administrative services is suggested. Customer Service Training for all administrative and support personnel may be conducted to enhance service delivery. Scholarship programs and guidance

activities, while rated higher, should also be sustained and expanded. A Student Feedback Mechanism through surveys and suggestion boxes may be established every semester to monitor the quality of services. This addresses De Guzman and Ortega (2022) on using graduate feedback to identify gaps in student services.

In general, the institution is encouraged to conduct regular tracer studies every two years to monitor graduate employment, evaluate program effectiveness, and identify areas for continuous improvement even in areas with satisfactory ratings as emphasized by Schomburg (2021). Strengthening school-industry linkages through Memoranda of Agreement with LGUs, NGOs, and hospitals is also recommended to provide more internship and employment opportunities for students. This is supported by Gonzales and Manalo (2022). Future researchers may likewise conduct similar studies with a larger number of respondents and additional variables to provide a broader assessment of graduate outcomes and program effectiveness.

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