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EMPLOYABILITY, WORK PERFORMANCE, AND JOB SATISFACTION OF BS FISHERIES GRADUATES OF ILOILO STATE UNIVERSITY OF FISHERIES SCIENCE AND TECHNOLOGY- A GRADUATE TRACER STUDY

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ABSTRACT
A descriptive-correlational survey was conducted to gain insight into the employability, work performance, and job satisfaction of BS Fisheries graduates of Iloilo State University of Fisheries Science and Technology from 2019 to 2023. Of the 158 respondents, 82.28% are currently employed while 17.72% are unemployed. Majority of the graduates are into contractual/ temporary jobs with only 22.15% filling up permanent positions. Many graduates are working in the Agrifisheries sector, a few have been hired in the academe, while majority of the remaining graduates are affiliated with private commercial companies. Having a professional license seem to be an important factor that influences employability, income, job relevance, and consequently average job satisfaction (6.83/10). The graduates also have a remarkable average work performance rating of 8.57/10 after evaluated by their peers and superiors using 4 criteria namely, quality of work, quantity of work, job knowledge, and working relationships. All-in-all this study was able to produce preliminary findings that will inform a more in-depth approach to graduate tracing in the near future.

KEYWORDS: *Graduate Tracer, Employability, Job Satisfaction, Work Performance*

INTRODUCTION
The Bachelor of Science in Fisheries is the flagship program of the Iloilo State University of Fisheries Science and Technology's (ISUFST) College of Fisheries and Aquatic Sciences (CFAS). To maintain its position as one of the premier academic institutions offering fisheries and marine sciences education, it must earn the highest accreditation status possible. One of the requirements to achieve this is to provide evidence of the effectiveness of the BS Fisheries program by conducting graduate tracer studies. That is the only way to get feedback of this so-called "higher education outcomes" that can be used to further improve the quality of education and support to students, faculty, and staff. Most state colleges and universities in the Philippines have an Alumni Affairs Office that keep track of employment of its graduates. Getting data on where they are working can give us a hint on their employability. However, it is not only about the graduates' attributes, the nature of their jobs or how fast they are hired. Employability is that aspect or quality between individual competence and workplace culture that requires you to achieve success and satisfaction in your chosen career.

Employability can be an outcome of external factors such as industry demand, technological breakthroughs, political influence, or even the mere reputation of an academic institution (Karmel and Carroll 2016). Thus, ISUFST must be responsible enough in formulating good practices and interventions in enhancing employability, while building reputation at the same time. Work performance is a direct outcome of an individual's competency (Van der Heijde & Van der Heijden, 2006). Job satisfaction on the other hand is an abstract compensation of energy lost during the work. Before performing and getting something in return, you must first be recruited. According to Delva et al. (2021), employability is at the intersection of agency and structure. It is like freewill and fate. A person's job can make him insecure of his future. One can have a better salary than another at the cost of threatening effects of professional jealousy. That is the reason why job satisfaction assessment must always be part of every tracer study.

Various approaches have been done to perform graduate tracing in literature. ISUFST is a newly-converted university and there are always plenty of opportunities to develop in-depth graduate tracing strategies. For a start, the most basic thing to do is to reach out on a few representative graduates and gather essential information without disrupting their daily activities. Information gathering should focus on legitimate research variables such as performance ratings, degree fitness, professional licenses, and supports. It is always important to match a graduate's work philosophy and behaviour with contextual requirements (eg. Gorbatov et al., 2024). This is the first attempt to conduct a formal graduate tracer survey that is guided by basic research principles. It need not be complicated and ambitious but it has to pave the

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right direction to where the flagship program is supposed to flourish in the future. This study looked into the most practical aspects of employability, work performance and job satisfaction of BSF graduates in the past 5 years. Specifically, it measured indicator variables such as graduates' GWAs, job relevance to degree, potential advantage of professional licences, gross monthly income, school support, etc.

METHODOLOGY

This study employed a descriptive cross-sectional survey design to assess the experiences of Bachelor of Science in Fisheries (BSF) graduates. An online Graduate Tracer Questionnaire (see Appendix) was developed using Google Forms and distributed to BSF graduates from the years 2019 to 2023 (a 5-year period). Graduates from 2024 were excluded to ensure participants were established in their employment or post-graduation activities. The list of graduates was obtained from the Registrar's Office, and each graduate was contacted via their Facebook Messenger accounts.

Of the 255 BSF graduates, 158 responded to the questionnaire. A sample size calculator, such as the one available at www.calculator.net, was used to determine the adequacy of the sample size. With 158 responses, a confidence level of 95% can be achieved, indicating that the sample of 158 graduates is a reliable representation of the entire population of graduates from 2019 to 2023. This calculation is based on the principles of statistical inference, where a sample is used to make inferences about a larger population. The confidence level reflects the certainty that the sample accurately reflects the population being studied.

In addition to the Graduate Tracer Questionnaire, each graduate respondent was asked to forward a separate Work Performance Questionnaire to either their peers or superiors. This questionnaire aimed to gather external evaluations of the graduates' performance. Only 33 individuals responded to the Work Performance Questionnaire and evaluated the graduates based on four generalized criteria: Quality of Work, Quantity of Work, Job Knowledge, and Working Relationships.

Data analysis was conducted using statistical software. Descriptive data were presented as frequency distributions and cross-tabulations. Potential relationships between variables were examined using Chi-Square Test of Independence, with a significance level set at 0.05. Prior to data analysis, minor corrections were made to the responses. These included addressing instances where respondents referred to previous employment when currently unemployed and handling variables that were only relevant to employed individuals. The margin of error, a crucial element in sample size calculations, was considered to ensure the reliability of the study's findings. The margin of error, along with the confidence level, helps to determine the necessary sample size for a study.

RESULTS

Table 1 shows the number of currently employed (82.28%) and unemployed (17.72%) BSF graduates grouped according to year graduated and employment status. Majority of the graduates are contractual workers (45.57%). This is expected since majority of the graduates are employed here in the Philippines.

Table 1. Employment Status of ISUFST BSF Graduates According to Year Graduated

EMPLOYMENT STATUS * YEAR GRADUATED CROSSTABULATION							
		YEAR GRADUATED					Total
		2019	2020	2021	2022	2023	
EMPLOYMENT STATUS	REGULAR/ PERMANENT	15	3	0	14	3	35
	TEMPORARY	3	2	1	3	4	13
	CONTRACTUAL	16	5	2	27	22	72
	CASUAL	0	0	0	3	1	4
	SELF-EMPLOYED	1	0	0	4	1	6
	UNEMPLOYED	3	1	0	18	6	28
Total		38	11	3	69	37	158

The series of crosstabulations below between the possession of a professional license and employability variables are tested for potential relationships. It supports the general consensus that licenses and certifications enhance employability.

In table 2, Pearson's Chi-Square Test ($p=0.00$, $\alpha=0.01$) highly suggests that there is a link between a graduate's GWA and passing the licensure examination. Majority of graduates in the GWA range of 1.5-1.0 have a greater number of licenses than those that don't have. In the 2.25-1.75 range for example, only 33/111 (29.72%) have licenses. Much worse are graduates in the 3.0-2.5 GWA range- all of them do not possess a license.

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Table 2. PRC License and Graduates' General Weighted Average

GWA x PRC LICENCE CROSSTABULATION				
		PRC LICENCE HOLDER		
		YES	NO	Total
GWA	1.5-1.0	25	9	34
	2.25-1.75	33	81	114
	3.0-2.5	0	10	10
Total		58	100	158

Also, in table 3 below, PRC licenses sort of determine the employment status of BSF graduates (Pearson's Chi-Square Test, p=0.002, α=0.05.

Table 3. PRC License and Employment Status

EMPLOYMENT STATUS x PRC LICENCE HOLDER CROSSTABULATION				
		PRC LICENCE HOLDER		
		YES	NO	Total
EMPLOYMENT STATUS	REGULAR/PERMANENT	15	20	35
	TEMPORARY	2	11	13
	CONTRACTUAL	36	36	72
	CASUAL	0	4	4
	SELF-EMPLOYED	0	6	6
	UNEMPLOYED	5	23	28
Total		58	100	158

About 42.85% of the regular/ permanent positions are filled by license holders. Among non-permanent employees 60% do not have a license. Majority of the unemployed also do not have a license. Employers tend to hire licensed graduates to fill regular/ permanent positions. There are also fewer unemployed licensed graduates. Of course, these generalizations are not conclusive but still make sense.

In table 4 however, being licensed cannot be linked to getting hired immediately (Pearson's Chi-Square Test, p=0.083, α=0.05). Usually, those who plan to get a license focus more on reviewing for the licensure exam than looking for a job on their first year after graduation.

Table 4. PRC License and Employability

NUMBER OF YEARS BEFORE HIRED ON FIRST JOB x PRC LICENCE HOLDER CROSSTABULATION				
		PRC LICENCE HOLDER		
		YES	NO	Total
NUMBER OF YEARS BEFORE HIRED ON FIRST JOB	WITHIN THE YEAR AFTER GRADUATION	32	58	90
	1 YEAR AFTER GRADUATION	20	19	39
	2 YEARS AFTER GRADUATION	3	5	8
	3 YEARS AND UP AFTER GRADUATION	0	1	1
	N/A (STILL JOBLESS)	3	17	20
Total		58	100	158

It seems that owning a license makes a graduate land into a job that is relevant to the BS Fisheries degree (Pearson's Chi-Square Test, p=0.000, α=0.05). As shown on table 5, 75.86% (44/58) of the license holders land into relevant jobs. Those who do not have licenses (68.29%) are into jobs that are not relevant to their chosen career.

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Table 5. PRC License and Relevance of Job to BS Fisheries Degree

JOB RELEVANCE TO DEGREE x PRC LICENCE CROSSTABULATION				
		PRC LICENCE HOLDER		
		YES	NO	Total
JOB RELEVANCE TO DEGREE	RELEVANT	44	26	70
	NOT RELEVANT	10	56	66
	N/A (STILL JOBLESS)	4	18	22
Total		58	100	158

Those with licenses in table 6 seem to land more in the 25,000-35,000 pesos monthly income. On the other hand, majority of those who have no license tend to have monthly salaries in the 5,000 to 20,000 pesos range (Pearson's Chi-Square Test, $p=0.002$, $\alpha=0.05$).

Table 6. PRC License and Gross Monthly Income

GROSS MONTHLY INCOME x PRC LICENCE CROSSTABULATION				
		PRC LICENCE HOLDER		
		YES	NO	Total
GROSS MONTHLY INCOME	BELOW 5,000	1	4	5
	5,000 LESS THAN 10,000	4	18	22
	10,000 LESS THAN 15,000	6	29	35
	15,000 LESS THAN 20,000	14	15	29
	20,000 LESS THAN 25,000	7	9	16
	25,000 LESS THAN 30,000	10	4	14
	30,000 LESS THAN 35, 000	11	2	13
	35,000 UP	2	2	4
	N/A (STILL JOBLESS)	3	17	20
Total		58	100	158

In table 7, the trend between PRC license, gross monthly income and job relevance is also seen in the job sector where graduates are connected (Pearson's Chi-Square Test, $p=0.00$, $\alpha=0.05$). Most license holders (70.69%) work in the Agrifisheries sector. On the other hand, most of the graduates who have no licenses work in the business sector and other non-fisheries areas.

Table 7. PRC License and Job Sector Orientation

JOB SECTOR ORIENTATION x PRC LICENCE CROSSTABULATION				
		PRC LICENCE HOLDER		
		YES	NO	Total
SOCIAL SECTOR JOB IS ORIENTED	AGRIFISHERIES (FOOD PRODUCTION/ RESEARCH)	32	26	58
	EDUCATION (FISHERIES/ ALLIED SCIENCES)	9	2	11
	EDUCATION (NON-FISHERIES)	1	1	2
	LGU	5	12	17
	SPORTS AND RECREATION	0	1	1
	BUSINESS	5	28	33
	HEALTH	1	2	3
	NGO/VOLUNTEER	1	4	5
	HOME SERVICES	0	5	5
	LAW ENFORCEMENT	1	2	3
	NOT APPLICABLE (JOBLESS)	3	17	20
Total		58	100	158

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One of the determinants of job readiness and satisfaction comes from what ISUFST has equipped its graduates. Not all curriculum is perfect though and the real outcomes are tested in the workplace.

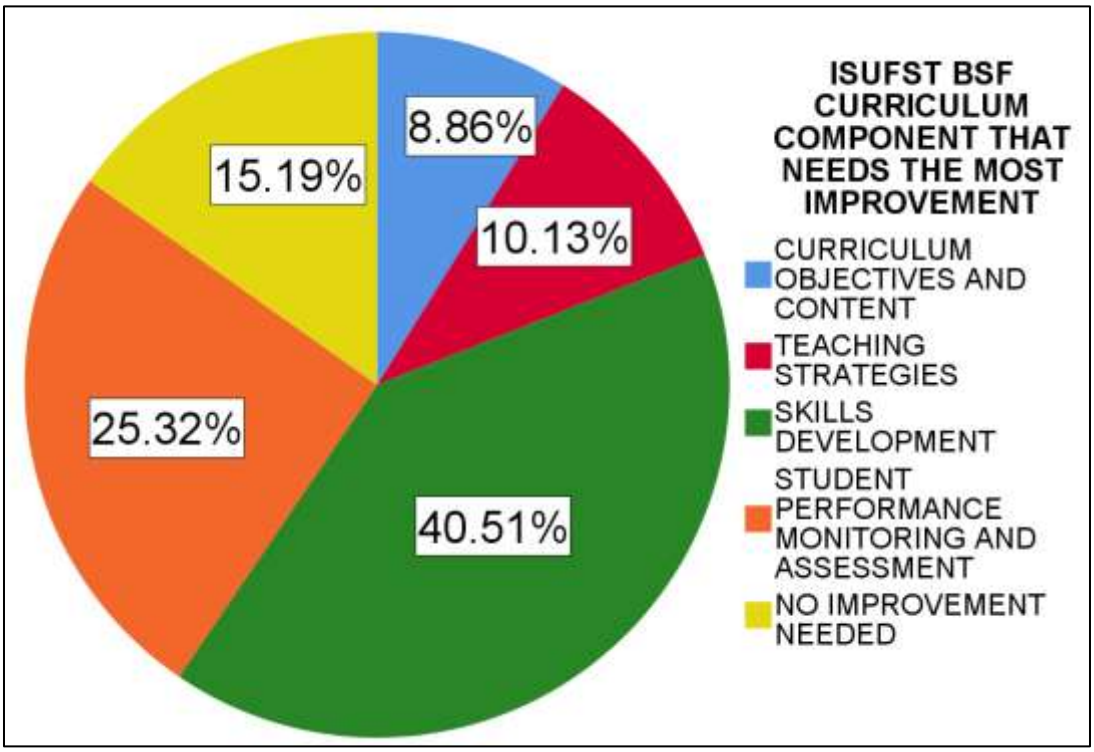


Figure 1. BSF Curriculum That Needs Improvement According to ISUFST BSF Graduates

Skills development was the primary curriculum component that requires improvement according to 40.51% of the respondents. This was followed by Student Performance Monitoring and Assessment (25.32%). Of comparable importance is the area of Teaching Strategies (10.13%) and Curriculum Objectives and Content (8.86%) which according to the graduates are least to be improved. In contrast however, 15.19% of the respondents believe that the current BSF curriculum no longer needs improvement.

Most of the BSF graduates (67.5.90%) are employed in local government agencies and public institutions. Local private companies involved in fisheries business and research employed 21.7%. About 9.09% are working abroad. Majority (40.83%) are working in the AgriFisheries sector geared on research and food production. This was followed by the academe (9.17%) as many board passers were hired by various fisheries schools around the country.

Table 8. BSF Graduates' Job Sector and Current Work Location

SOCIAL SECTOR JOB IS ORIENTED * LOCATION OF WORK AND NATURE OF EMPLOYER Crosstabulation							
		LOCATION OF WORK AND NATURE OF EMPLOYER					Total
		LOCAL PUBLIC	LOCAL PRIVATE	INT'l PUBLIC	INT'l PRIVATE	NOT APPLICABLE	
SOCIAL SECTOR JOB IS ORIENTED	AGRIFISHERIES (FOOD PRODUCTION/ RESEARCH)	42	10	3	3	0	58
	EDUCATION (FISHERIES/ ALLIED SCIENCES)	11	0	0	0	0	11
	EDUCATION (NON-FISHERIES)	2	0	0	0	0	2
	LGU	16	1	0	0	0	17
	SPORTS AND RECREATION	0	1	0	0	0	1
	BUSINESS	5	26	0	2	0	33
	HEALTH	0	3	0	0	0	3

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	NGO/ VOLUNTEER	4	1	0	0	0	5
	HOME SERVICES	2	0	2	1	0	5
	LAW ENFORCEMENT	2	0	1	0	0	3
	NOT APPLICABLE (JOBLESS)	0	0	0	1	19	20
Total		84	42	6	7	19	158

It is interesting to know if the graduates received support from the school that helped them land a job. About 27% of the respondents acknowledged that they receive support. This is probably more on referral assistance. The school officials such as the dean have plenty of connections and they are very much willing to help graduates who are asking for referral/ recommendation letters. School support on job placement is perhaps a neglected resource not only by ISUFST but also by other schools. This can be formalized as an extension program that could really help the graduates.

Table 9. School Support on Job Placement

SCHOOL SUPPORT ON JOB PLACEMENT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	46	29.1	29.1	29.1
	NO	112	70.9	70.9	100.0
	Total	158	100.0	100.0	

The overall job satisfaction rating of ISUFST BSF graduates in the past 5 years (2019-2023) is 6.83/10. There is no significant difference in terms of job satisfaction (Kruskal-Wallis Test, $p=0.381$, $\alpha=0.05$) regardless of employment status.

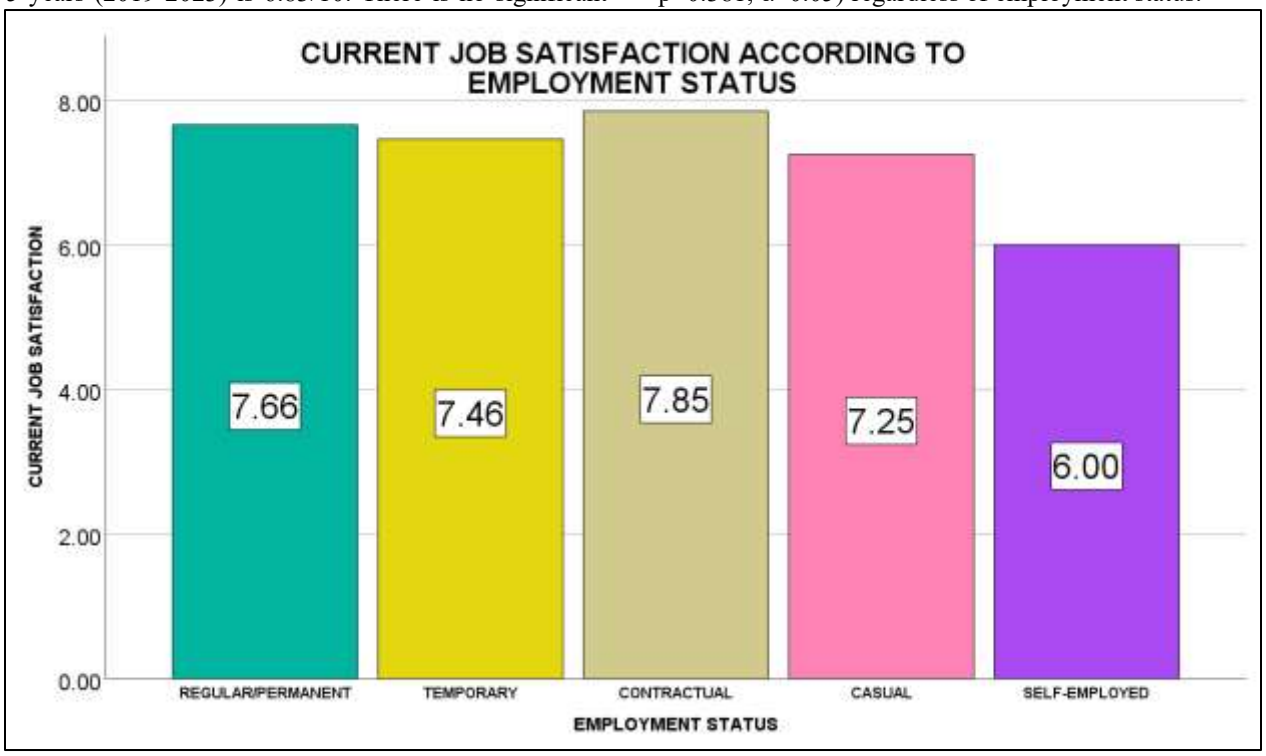


Figure 2. Job Satisfaction of ISUFST BSF Graduates According to Employment Status

Job satisfaction is an intricate construct that cannot be totally gauged by the 10-point scale used in this survey. Nevertheless, we can still conclude toward the positive end of job satisfaction with the 6.83 average rating. This may be the reason why majority (51.6%) are still undecided when it comes to looking for a better job option (table 10). Here, 28.5% of the employed graduates are planning to transfer jobs while 21.5% are already contented with their current work environment and pay.

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Table 10. Frequency of ISUFST BSF Graduates' Intention to Transfer to Another Job

PLAN TO TRANSFER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	45	28.5	28.5	28.5
	NO	34	21.5	21.5	50.0
	MAYBE	79	50.0	50.0	100.0
	Total	158	100.0	100.0	

It would have been interesting to know the reasons that can push an employee to leave. A lot of factors can be explored in future studies and these have to be included in the updated questionnaire.

Four performance criteria were used to rate graduate performance namely, 1. Quality of Work in terms of accuracy, thoroughness, and competence; 2. Quantity of Work in terms of productivity, time management, and beating deadlines; Job Knowledge in terms of skills and theoretical understanding; and Working Relationships in terms of ability to work with others, communication skills, and attitude. The average ratings for each criterion are shown in Fig. 3 below.

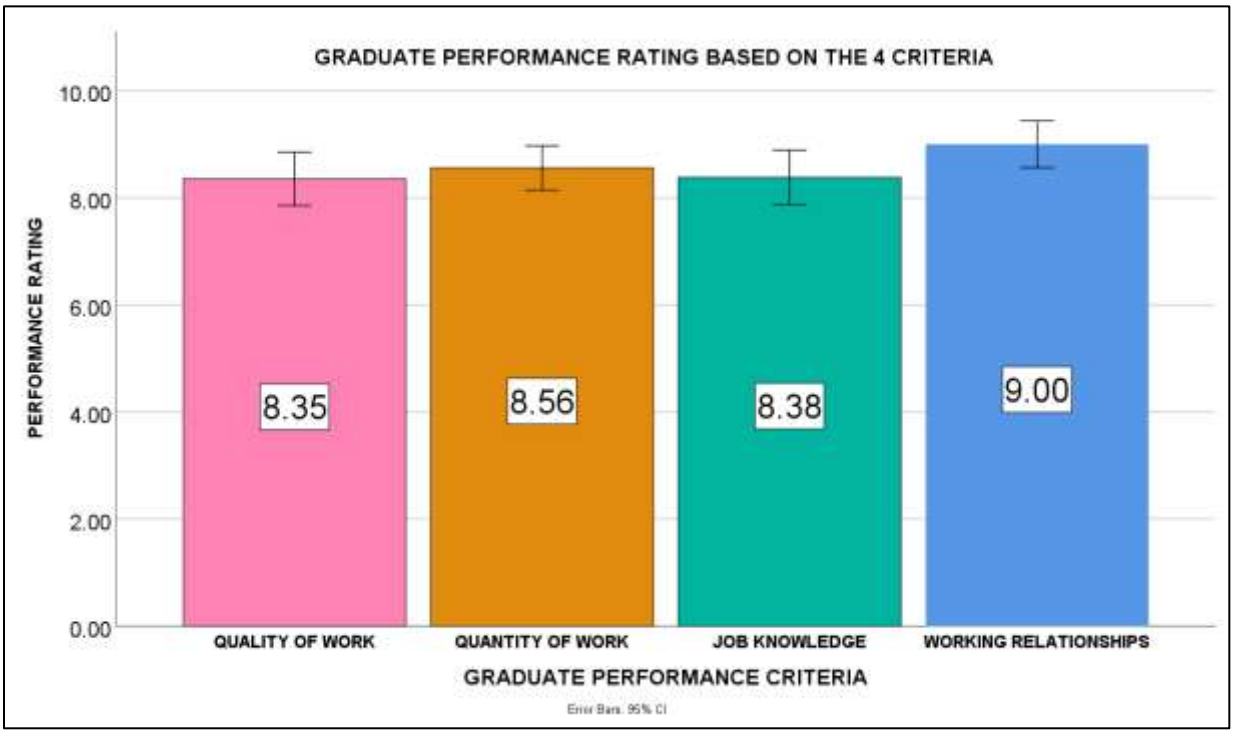


Figure 3. Job Performance Rating (scale of 1-10) in Terms of the 4 Criteria Used

Table 11 shows the frequency of both peer and superior respondents who evaluated the work performance of BSF graduates.

Table 11. Evaluator Position Relative to the Employee Being Evaluated

PERFORMANCE EVALUATOR TYPE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SUPERIOR	19	55.9	55.9	55.9
	PEER	15	44.1	44.1	100.0
	Total	34	100.0	100.0	

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In terms of work performance, the average of 8.57/10 is a good indication that ISUFST BSF graduates are doing well in their respective jobs. One of the questions in the survey is "WHAT ARE THE POSITIVE TRAITS EXEMPLIFIED BY ISUFST BSF GRADUATES COMPARED TO GRADUATES OF OTHER SCHOOLS?" The following are the common keywords/ phrases from the responses of peers and superiors in response to this question.

Competitive, Hardworking, Responsible, Confident, Accountable, Shows Excellence, Open-Minded, Easy to Go Along With, Happy, High-Quality Outputs, Love Their Jobs, Submissive, Not Complaining, Ayos Kasabay (Easy to Get Along With), Reliable, Positive Attitude, No Need Supervision, Hating-Kapatid Sa Trabaho (Workloads Are Divided Equally), Teachable, Eager To Learn, Enthusiastic, Professional, Focused on Self-Improvement, Sipsip in A Good Way (Bootlicker in A Good Way)

As to "WHAT CAN BE DONE TO FURTHER IMPROVE THE PERFORMANCE OF ISUFST BSF GRADUATES," the following responses were recorded.

More Skills Training, Practical Lessons, Strengthen Motivation, Avoid Being Strict, Improve English Proficiency, Improve Communication Skills Especially Writing Skills, Strengthen Work Ethics, Improve OJT, Strengthen Alumni Support, Study Modern Technology, More Theory Application and Farm Training, Become an Honest Employee, Build Positive Attitude, Strengthen Quality of Fisheries Education

DISCUSSION

This tracer study offers valuable empirical insights into the employment trajectories, performance competencies, and job satisfaction of Bachelor of Science in Fisheries (BSF) graduates from Iloilo State University of Fisheries Science and Technology (ISUFST) between 2019 and 2023. The findings serve not only as a tool for institutional self-assessment but also as a data-driven guide for reforming higher fisheries education in the Philippines, aligning with national and global employability standards (Teichler, 2015; OECD, 2018).

The high employment rate of 82.28% among graduates is commendable, indicating that the BSF program provides fundamental pathways into the labor market. However, the dominance of non-regular employment—particularly contractual work (45.57%)—points to a growing trend of precarious work arrangements in the fisheries and public sectors (Standing, 2011; Ortiga, 2018). This underscores a structural employment challenge prevalent in many developing economies, where job security remains elusive for new graduates despite academic qualifications (Boudarbat & Chernoff, 2012).

One of the most consistent findings is the role of Professional Regulation Commission (PRC) licensure in improving employability indicators. Graduates who held professional licenses were more likely to obtain permanent positions, earn higher salaries, and work in fields relevant to their degree. This supports previous research suggesting that licensure and credentialing significantly enhance labor market outcomes, particularly in technical and regulated professions (Karmel & Carroll, 2016; Trantopoulos et al., 2020; Clark, 2010). The association between General Weighted Average (GWA) and licensure exam success ($p = 0.00$) also emphasizes the importance of academic performance in career progression (Gines, 2014).

Nevertheless, a noteworthy observation is that licensure does not directly correlate with faster employment. The study's chi-square test ($p = 0.083$) suggests that many graduates opt to review for the licensure examination instead of immediately seeking employment. This finding parallels those of Delva et al. (2021), who argue that employability is mediated by both structural (institutional, economic) and agentic (personal choice, aspirations) factors.

The study's curriculum feedback section revealed that 40.51% of graduates believe that skills development should be prioritized in future curriculum revisions. This is in line with calls for higher education institutions to intensify experiential learning and industry partnerships (Kolb, 2015; UNESCO, 2021). Practical exposure, rather than theoretical instruction alone, is becoming increasingly essential in enhancing job readiness in technical fields like fisheries (Arcelo & Sanyal, 1987; Chankseliani, 2018). The concern about communication and English proficiency gaps is also a recurring theme in Philippine employability studies (Orbeta & Abrigo, 2021; Bernardo et al., 2008).

Job satisfaction among graduates averaged 6.83 out of 10, suggesting moderate contentment. Although not statistically significant across employment types ($p = 0.381$), the fact that 50% of graduates are unsure about staying in their jobs reflects the fluidity of labor preferences and the demand for better working conditions (Herzberg, 1966; Hodges & Burchell, 2003). Graduates mentioned pay and work environment as key influencers of satisfaction, consistent with job satisfaction models

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that include both extrinsic (e.g., compensation) and intrinsic (e.g., autonomy, purpose) factors (Judge et al., 2001; Locke, 1976).

The performance evaluation data reinforce the quality of the BSF graduates' training. With an average rating of 8.57/10 across key performance dimensions—quality, quantity, job knowledge, and interpersonal relationships—graduates were lauded for being "accountable," "teachable," and "reliable." These soft skills, or non-cognitive skills, are increasingly valued by employers worldwide (Heckman & Kautz, 2012; Robles, 2012; World Bank, 2018). Moreover, the responses suggest that ISUFST is nurturing graduates who can adapt well to the collaborative, interdisciplinary nature of fisheries work (Béné et al., 2016).

Sectoral employment analysis reveals that most licensed graduates work in agrifisheries and education, while non-licensed graduates tend to end up in private business or unrelated fields. This aligns with labor segmentation theory, which postulates that certifications and credentials often serve as entry passes to the formal, stable segments of the labor market (Doeringer & Piore, 1971). Graduates also noted the vital role of ISUFST's network—especially the dean and faculty—in helping them access employment, although only 29.1% received formal job placement assistance. This echoes prior studies which emphasize the untapped potential of university-led career services in the Philippines (de Guzman & Choi, 2013; Jackson, 2016).

The importance of institutional reputation and support in graduate outcomes cannot be overstated. Literature suggests that alumni tracking, mentorship, and referral systems significantly enhance employment prospects and professional identity formation (Schomburg & Teichler, 2006; Harvey, 2001). ISUFST has a clear opportunity to formalize its graduate support structures into an extension program, leveraging faculty networks to improve employability outcomes and industry linkages.

The findings also have implications for policy, particularly in revisiting the curriculum of fisheries education in the Philippines. There is a growing consensus that employability should be viewed not merely as the ability to gain initial employment but as the capacity to build and sustain a career (Yorke, 2006; Dacre Pool & Sewell, 2007). This includes integrating career development services, embedding soft skills into coursework, and enhancing internship and practicum programs.

In sum, the employability of ISUFST BSF graduates appears promising but not without challenges. The university has demonstrated its capacity to produce competent, motivated, and employable graduates. However, improving job security, aligning curriculum with labor market needs, expanding career services, and promoting licensure support can further bolster the impact of the flagship program.

CONCLUSION AND RECOMMENDATIONS

This tracer study of BS Fisheries graduates from Iloilo State University of Fisheries Science and Technology (ISUFST) between 2019 and 2023 provides a clear picture of the program's performance in preparing students for employment. With 82.28% of graduates currently employed, the program shows a positive employment outcome. However, the dominance of contractual and temporary roles highlights the need for stronger job security and better career support. The data also confirmed that professional licensure significantly boosts employability, influencing job relevance, income levels, and access to regular positions. However, licensure does not directly speed up employment, as many graduates delay job hunting to focus on board exam preparation. The high-performance ratings of graduates from their employers—averaging 8.57/10—indicate that ISUFST produces competent professionals. Still, graduates emphasized the need to enhance skills-based training, communication, and real-world applications within the curriculum. The average job satisfaction rating of 6.83/10 suggests general contentment, yet many graduates remain undecided about staying in their current jobs. Additionally, only 29.1% reported receiving job placement support from the university, signalling the need for institutional reforms in alumni services and career assistance.

To address these issues, ISUFST should strengthen licensure review programs and expand skills-based learning through practical training and industry exposure. The university must also formalize job placement services and establish stronger partnerships with government agencies and private employers. Integrating soft skills development—such as communication, work ethics, and digital proficiency—into the curriculum will further improve graduate readiness. Regular alumni tracking and feedback should guide curriculum updates and inform long-term planning. ISUFST should also activate alumni networks for mentorship and job referrals. Finally, the university should invest in infrastructure upgrades and consider offering entrepreneurship and self-employment programs, especially for graduates in underserved areas. By implementing these targeted recommendations, ISUFST can reinforce its role as a leading institution in fisheries education and produce graduates who are not only employable but also resilient, skilled, and ready to contribute meaningfully to the sector.

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