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Assessing the Employability of the Student-Athlete Graduates of

San Beda University

In Partial Fulfilment of the Requirements for

Research Economics II

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2026

Abstract

Student-Athletes are a particularly unique population, this particular group do not only face challenges inside their respective classrooms but also in their respective sports. They often find themselves juggling the intense demands of being a good student with an acceptable GWA inside the classroom, a disciplined and fearless athlete in their training grounds and also carrying the pressure and pride of representing their schools inside the competitive arena. With that being said, this study examined the employability of the student-athlete graduates of San Beda University, by analyzing the respondents' socio-economic-demographic background, their employment profile, and perceived non-technical skills that were developed through sports participation in college. Through a structured survey questionnaire the necessary data were collected from the student-athlete graduates who graduated between SY. 2012-2013 to SY. 2022-2023. Moreover, descriptive statistics was utilized to summarize the respondents' socio-economic-demographic backgrounds, while inferential tests, such as OLS Linear Regression, Pearson Correlation Tests, Shapiro-Wilk Normality Test, Durbin Watson Autocorrelation Test, etc. were done in order to determine significant relationships and predictors of employability.

The findings of this study stated that among the six (6) different indicators for employability (*leadership development, teamwork, time management, problem-solving, good interpersonal and communication skills, self-management*) only problem-solving skills emerged as statistically significant while the socio-economic-demographic variables such as gender, sport played in college, and undergraduate course concluded that there is only limited impact on the graduates' employment outcomes. Lastly, the results underscores the importance of non-technical skills in enhancing a person's labor market readiness and the researcher recommends strengthening competency-based and career preparation programs to better support the transition of the student-athletes.

Acknowledgement

First of all, I would like to express my utmost gratitude to the Lord God for giving me the strength, knowledge and wisdom right from the start up until I finished this thesis of mine. Without His guidance and grace I wouldn't have survived and defended my work well.

Of course to my ever supportive thesis adviser, Prof. Rulina B. Vilorio, to be honest I was having second thoughts with my thesis topic but thanks to you and your continuous belief in me I was able to find the confidence that I needed. Thank you for answering all my questions and worries up until my final defense. You have inspired me to do my best during the whole duration of my thesis writing and I never felt alone during those times because you were always so supportive of my work. Also, I want to express my gratitude to my panelists Sir Sinocruz, Ma'am Gochingco, and Sir Catudan for all the recommendations and suggestions that you have made for the betterment of my thesis. Your words have enlightened me and allowed me to see my work in another perspective, and with that I was able to deliver my best work through your guidance. Moreover, to our statistical adviser, Sir Aris Zoleta, thank you very much also for your help and input especially when we were running our data. Your patience in answering all our queries helped a lot.

To my respondents, thank you so much for answering my survey and for giving your full participation in my study. Without your help my thesis wouldn't even be what it is now. As former Bedan Student-Athletes I'd like to thank you also for bringing continuous pride to the mighty red school, salute to you all!

To my college friends and co-advisees, thank you for the additional boost of confidence. All the late night talks trying to help each other out despite us having different thesis topics, and trying to meet deadlines together made this moment more memorable and fun. I will always look back on this moment with fondness and pride.

Also, to Andrei, you have been one of my greatest support systems throughout this journey. Thank you for putting up with me, especially when I was stressing so much. I appreciate your utmost patience, care, and understanding towards me. I hope you know that everytime we are together you relieve my stress and make everything feel lighter.

Most important of all, I would like to dedicate my work to my parents and brother, especially my mom and dad who have inspired me to always do my best and to study well. Through their continued support and words of encouragement I was able to continue to fight for my work. No words can express how grateful I am for your never ending sacrifices and love to provide us the life that we have now. I love you and I hope you are proud of what I am now.

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CHAPTER I

Background of the Study

Student-athletes often struggle to balance academics and sports, which helps shape their skills and career options after graduation. As they move into the workforce, both their education and athletic experiences can affect their employability and career decisions. This study looks at the employability of the student-athlete graduates from San Beda University SY. 2012-2013 to SY. 2022-2023.

Introduction

Behind every roaring crowd and shining medals is the often overlooked journey of a student-athlete— a journey marked by sacrifice, perseverance, and the continuous struggle to maintain the effective balance of being a student and at the same time, an athlete. Unlike their peers who concentrate mainly on academics, student-athletes find themselves juggling the intense demands of both the classroom, their training grounds, and the competitive arena. They carry the weight of representing the pride of their respective schools, striving to maintain an acceptable performance in their academics, and also thinking ahead of their lives after their collegiate sports career ends— these are the responsibilities that these people face that are both commendable and at the same time challenging but just like any other college student, student-athletes are required to acquire the necessary skills for adulthood. In addition to addressing the demands and obstacles they encounter as athletes who represent their respective schools in competitions, they are also aiming to build age-specific student capabilities. Juggling the roles of being both a student and an athlete could result in extra difficulties (Settles et. al, 2010). Furthermore, students must be concerned with retaining their eligibility to play for the school, earning a degree, and maintaining acceptable GPAs as

athletes. They are also faced with the reality of preparing themselves for post-college life as well as life after competitive sports. This just shows that academic and athletic pursuits are not the only duties that student-athletes have to handle, in addition to the fact that they have to deal with the difficulties of determining their career path and acquiring other fundamental abilities outside athletics that are necessary for all college graduates to be marketable. Since graduate employability is becoming increasingly important, student-athletes must take advantage of every educational opportunity to prepare for the workforce as soon as they graduate from college. But this would not be simple for this particular group, whose time and energy the majority of their college time is devoted to year-round athletic training and competitions, with little attention paid to the resources available to college students for career development. Academic programs may not be enough to prepare graduates for the unpredictable and demanding job world, even though they will encourage the development of talents and qualities in addition to technical know-how. Reddan (2017) states that the industry's current need for labor is no longer restricted to employing only individuals with academic proficiency, while preference is also given to those with sufficiently developed general abilities. Therefore, from the time students enroll in college until they graduate, it is essential that any program aimed at career development focuses on the development of a particular talent. Students must develop their decision making abilities early on if they want to thrive in the fiercely competitive graduate job market (Jackson and Wilton, 2017).

In the Philippines, students have extracurricular activities which are essential in showing the student's talents, most especially in sports. The Philippines also has different collegiate competitions which showcases the hardwork and talent of different college athletes such as the University Athletics Association of the Philippines, also known as the UAAP which includes schools such as the Big 4 Universities– Ateneo De Manila University, De La

Salle University, University of the Philippines, and University of Santo Tomas as well as other universities like the National University, Far Eastern University, University of the East, and Adamson University. The National Collegiate Athletic Association (NCAA) on the other hand, is the oldest athletic association in the Philippines and includes eight member universities: San Beda University, De La Salle College of Saint Benilde, Colegio de San Juan de Letran, Jose Rizal University, Mapua University, San Sebastian College-Recoletos, and the University of Perpetual Help System DALTA. The NCAA organizes various collegiate sports competitions such as basketball, volleyball, taekwondo, swimming, track and field, football, etc. These events feature selected student-athletes from the participating schools. Beyond promoting school spirit, pride, and athletic excellence, the NCAA also serves as a platform for identifying and developing talented athletes who may go on to compete in international leagues and represent the Philippines on the global stage.

San Beda University has long been known for its excellence in both academics and athletics, they are also known for their strong athletic programs in sports like basketball, football, swimming, badminton, etc. Moreover, San Beda has produced many champions who have competed at both national and international levels. Last NCAA season 99, San Beda University has been awarded the general champions which was led by the Red Lions men's basketball team who reclaimed their crown after beating the MAPUA Cardinals (Micaller, 2024). Other sports who contributed to these were the San Beda Red Sea Lions, who also secured their championship for the 20th consecutive year for the men's team while the women's team also claimed theirs for the 10th consecutive year. Additionally, the men's football team or the Red Booters and the taekwondo team also known as the Red Jins contributed to the school's victory (The Bedan, 2024). In addition to their impressive athletic accomplishments, these student-athletes show remarkable commitment, discipline, and

perseverance as they manage the challenges of balancing academics and sports. San Beda's Athletics Office offers scholarship grants to deserving student-athletes, giving them the financial support while they work toward both their academic and athletic goals. Despite the fascinating privileges these student-athletes receive from the university, they must take into account their eligibility achieved through academics, such as maintaining a certain GPA requirement or going to academic advising.

This study aims to explore the employability of San Beda's student-athlete graduates from SY. 2012-2013 to SY. 2022-2023. Beyond the trophies, scholarships, and moments of glory, what lies ahead for student-athletes once the final whistle blows? This research aims to explore their post-graduation journey, shedding light on how prepared they are to shift from the competitive world of sports to the demands of professional life.

Statement of the Problem

This study aims to assess the employability of the student-athlete graduates of San Beda University by examining their career trajectories and the factors which influenced their employment opportunities. Specifically, this study seeks to answer the following questions:

1. What is the profile of the graduate-respondents in terms of:
 - 1.1. Socio-eco-demographic background
 - 1.1.1. Age
 - 1.1.2. Gender
 - 1.1.3. Course/Program
 - 1.1.4. Year graduated from San Beda University
 - 1.1.5. Sport played
 - 1.1.6. Family monthly income during college

1.1.7. Type of family support received during college

1.1.7.1. Financial (allowances, tuition)

1.1.7.2. No direct support (self funded, scholarships, external sponsors)

1.1.8. Average number of hours per week spent on academic activities

1.1.9. Average number of hours per week spent on sports or training activities

1.1.10. Final General Weighted Average (GWA) upon graduation

1.2. Employment Profile

1.2.1. Employment Status (Permanent, contractual, project-based, etc.)

1.2.2. Type of employment (public or private)

1.2.3 Type of industry (service, manufacturing, etc.)

1.2.4 Position/title

1.2.5. Monthly income

1.2.6. Years of employment

2. What are the graduate respondents' perceptions of the following skills developed through participation in collegiate sports that influence their employability?

2.1. Non-technical skills

2.2.1. Leadership Development

2.2.2. Teamwork Skills

2.2.3. Time Management

2.2.4. Problem Solving

2.2.5. Good Interpersonal and Communication Skills

2.2.6. Self Management

3. How do the perceived influence of the skills developed by student-athlete graduates of San Beda University influence their overall employability?

4. What policy recommendations could be implemented to enhance the employability of the student-athletes in San Beda University?

Objectives of the Study

The primary objective of the study is to assess the employability of the student-athletes by evaluating their career outcomes, job readiness, and the factors influencing their employment opportunities such as socio-economic factors, demographic factors, employment related factors, and skills developed through sports participation.

Specifically, this study aims to:

1. Determine the socio-economic and employment profiles of student-athlete graduates;
2. Identify the non-technical skills developed through sports that influence employability.
3. Assess how participation in sports influences employment.
4. Recommend relevant policies to enhance employability support systems among student-athletes of San Beda University.

Significance of the Study

This study is significant because it provides information on the employability of the student-athlete graduates of San Beda University and shows how their academic and athletic experiences shaped their employability. The findings of this study will be beneficial to the following:

San Beda University - The study's findings can assist the university in determining how well its academic and athletic programs prepare student-athletes for the workforce.

Athlete career transition programs, career assistance services, and curriculum development may also be guided by it.

Student-Athletes - Current and future student-athletes can gain a better understanding of the skills and competencies required to enhance their employability. This study can be used as a tool to help balance job preparation while also doing their athletic obligations.

Employers - Companies who are looking to hire student-athletes can gain a better understanding of their unique skills, work ethic, and their leadership abilities. The findings of this study may inspire them to create more job opportunities for former student-athletes.

Future Researchers - This study will contribute to the existing body of knowledge on athlete employability. Moreover, this will be beneficial to future researchers who wish to assess the employability of different student-athletes and how the knowledge and work ethics they gained through sports contribute to the workforce.

Scope and Delimitations

This study will focus on assessing the employability of the student-athlete graduates of San Beda University by examining the trajectory of their careers outcomes, job readiness, and the factors that influence their employment opportunities. It will explore the relevance of the degrees they earned and at the same time their athletic experience in securing job placements and professional growth. Specifically, the study will investigate their employment status, the industries and professions they are in, the skills and competencies they have acquired through both academics and athletics, the challenges they have faced when they entered the workforce and how they have sustained it, and lastly, the overall impact of their participation in sports on the development of their careers.

However, this study also has its certain delimitations. It will be limited to former student-athletes who graduated from San Beda University. The research will also focus on graduates within a specific period, specifically between SY 2012-2013 to SY 2022-2023 to ensure that the findings will reflect recent employment trends. While the alumni may be working in different parts of the world, the study will only be conducted within the Philippines, with only limited consideration given to those who are employed abroad. The data collection will rely on surveys and secondary data from university records, which may be subject to limitations in self-reported accuracy. Furthermore, it is crucial to remember that only alumni who are already employed will be eligible to participate as respondents or proponents in fulfilling the study's main goal. Lastly, external factors such as economic conditions, industry demand, and personal career choices are beyond the control of this research but will be acknowledged.

CHAPTER II

Review of Related Literature

This chapter presents a review of related literature and studies that provide a theoretical foundation and background for this study. It includes relevant concepts, theories, and previous research findings that are closely related to the topic under investigation. By reviewing related literature, the researcher aims to gain a deeper understanding of the topic and strengthen the study's theoretical foundation.

Employability

Employability is frequently defined in literature as the capacity to find and keep a job as well as handle job changes (Reddan, 2017). Analytic Quality Glossary (2022) also defined employability as the acquisition of attributes— knowledge, skills, and abilities that enhance success in chosen occupations. In actuality, producing graduates who are easily employable and capable of handling unforeseen changes at any stage of their careers is one of the main objectives of a career development program (Griffiths et al., 2017). Moreover, Columbia University's 2024 employment report has revealed that 98% of student-athletes from the Class of 2023 had their own post graduate plans. Among them, 73% secured full-time jobs, while 20% enrolled in graduate programs. These student-athletes found opportunities across various different fields, including finance, consulting, healthcare, technology, engineering, sports, law, and entertainment, with top companies such as Google and Amazon (Columbia, 2024). In the Philippines, many Filipino student-athletes follow conventional career paths after graduation, entering fields like business, law, medicine, broadcasting, and other professional sectors. While a number stay connected through sports coaching, sports journalism, or playing professionally (locally or abroad), though, most shift to regular

nine-to-five jobs or pursue further studies to enhance their qualifications. This transition is often driven by the limited opportunities available in professional sports within the Philippines (Fortuna et al., 2024).

For higher education institutions (HEIs), graduate employability has emerged as a critical concern. In order to satisfy the increasing needs of the labor market, it has been essential for HEIs to offer programs that concentrate on the development of both generic and specific abilities in order to generate long-term employable graduates. However, the word “employability” is a concern in this study as it has been used to mean various things, which has led to a lack of consistency in the definition and subsequent measurement of the concept (Cheng et al., 2022). Additionally, employability has been described by Sin and Neave (2016) as a term with vague and shifting meanings, interpreted differently depending on the stakeholder involved in higher education. Due to these varying definitions, Small (2018) highlights the importance of establishing common understanding, which would enable educational institutions, employers, and policymakers to pursue aligned objectives.

In the context of this study, employability is a key concept used to evaluate the post-graduation outcomes of student-athlete graduates from San Beda University. As said by Cheng et al. (2022) and Sin and Neave (2016), employability is a vague word that lacks the consistency of its definition. Which is why this study aims to explore and define employability through the diverse perspectives of key stakeholders as well as graduates in order to establish a clearer and more measurable concept. Furthermore, exploring the employability of student-athletes will help uncover their challenges and advantages when moving from sports to professional careers which can offer valuable insights for institutional improvement and policy development.

Employment in the Philippine Context

According to a report from the Department of Labor and Employment, there are many job vacancies in the Philippines although there are not enough qualified applicants (News, 2017). For the 700,000 Filipinos who graduate from college yearly. Employers still try to find out the essential skills needed for the position in order to meet the standard of the firms (Cassells & Cassells, 2017). In 2024, the Philippines' unemployment rate reached its lowest level after nearly two decades, falling to a value of 3.8%, reported by the Philippine Statistics Authority. This value is marked as the lowest recorded jobless rate since 2005, which reflects steady economic growth and an improvement in labor market conditions (Real Estate News PH, 2025). Moreover, National Statistician Dennis Mapa announced that the amount of unemployed Filipinos has dropped to 1.94 million in 2024, which is down from the year 2023 with an amount of 2.19 million or 4.4% jobless Filipinos. On the other hand, employment continued to increase with 48.85 million Filipinos being employed since last year, which pushes the employment rate to 96.2%, up from the year 2023 which was 95.6%.

Table 1. Labor Force Survey (November 2025)

Philippines	Labor Force Participation Rate (%)	Employment Rate (%)	Underemployment Rate (%)	Unemployment Rate (%)
2019 ^f	61.3	94.9	13.8	5.1
2020 ^f	59.5	89.7	16.2	10.3
2021 ^f	63.3	92.2	15.9	7.8
2022 ^f	64.7	94.6	14.2	5.4
2023 ^p	64.9	95.6	12.3	4.4
2024 ^p	64.4	96.2	11.9	3.8
January ^f	61.1	95.5	13.7	4.5
February ^f	64.8	96.5	12.4	3.5
March ^f	65.3	96.1	11.0	3.9
April ^f	64.1	96.0	14.6	4.0
May ^f	64.8	95.9	9.9	4.1
June ^f	66.0	96.9	12.1	3.1
July ^f	63.5	95.3	12.1	4.7
August ^f	64.8	96.0	11.2	4.0
September ^f	65.7	96.3	11.9	3.7
October ^p	63.3	96.1	12.6	3.9
November ^p	64.6	96.8	10.8	3.2
December ^p	65.1	96.9	10.9	3.1
2025 ^p	64.1	95.9	12.5	4.1
January ^p	63.9	95.7	13.3	4.3
February ^p	64.5	96.2	10.1	3.8
March ^p	62.9	96.1	13.4	3.9
April ^p	63.7	95.9	14.6	4.1
May ^p	65.8	96.1	13.1	3.9
June ^p	65.7	96.3	11.4	3.7
July ^p	60.7	94.7	14.8	5.3
August ^p	65.1	96.1	10.7	3.9
September ^p	64.5	96.2	11.1	3.8

Source: Philippine Statistics Authority (2025). Labor Force Survey. Retrieved from

<https://psa.gov.ph/statistics/labor-force-survey?vcode=dgYMw>

The Labor Force Survey table above which was conducted was released in November 2025 is a nationwide survey of the Philippine Statistics Authority (PSA) to gather surveys from households. This measures the country's current labor market and is used to calculate national and provincial employment and unemployment rates. The labor market trends from the years 2019 up to 2025 show how the Philippine workforce was affected by the COVID-19 pandemic and how it eventually recovered in the following years. During 2019, the country is seen to have recorded strong conditions with a labor force participation rate of 61.3%, an employment rate of 94.9%, and a relatively low unemployment rate of 5.1%. Although in 2020, during the peak of the pandemic, the conditions of the labor market unfortunately worsened; the LFPR dropped to 59.5%, employment rate fell to 89.7% which is not quite bad but unemployment rate rose to 7.1% because many Filipino workers lost their jobs due to the implemented lockdowns and business closures. Underemployment was also high at 13.8%, which shows that many workers settled for part-time or low-quality jobs just to earn income. It is evident how the country started recovering in 2021, with employment rates rising again to 92.2% and unemployment rate slightly decreasing to 7.8%, while the labor force participation rate (LFPR) increased to 63.3% as more people returned to the labor market. By the years 2022 and 2023, the labor market started to show an even stronger recovery with employment rates rising to 94.3% in 2022 and further again during 2023 with 96.6%, while unemployment evidently decreased to 4.4%, which is one of the lowest levels in recent years. Now for 2024 and 2025, labor conditions in the Philippines has stabilized, with employment rates consistently playing around 96%-97%, the LFPT remained at 64% - 65%, and unemployment also remaining low at around 3.4%-4.0% across multiple months. But despite these improvements, underemployment has remained between 11%-14% which suggests that even though more Filipinos are working, many are still seeking better paying jobs or higher-quality jobs. Overall, the statistics shown above indicates that while the

COVID-19 pandemic caused a major decline in labor and economic conditions, the Philippines experienced steady recovery and returned to a stable employment level by the years 2024-2025.

Impact of Socio-Economic Background on Sports Participation

Socio-economic background refers to a combination of social and economic factors like a person's job, income level, educational attainment, financial stability, and available opportunities. It is often used to compare people or groups within a community based on these aspects (Oxford Reference, 2023). Differences in socio-economic background can lead people to compare themselves with others, especially when there are clear gaps in access to resources and opportunities. These gaps can cause individuals to view themselves in a certain social rank based on the opportunities they do or don't have (Manstead, 2018). Studies show that individuals from lower socio-economic backgrounds are less likely to take part in activities because they may not have the financial means to afford them. On top of that, they often face more discrimination because of these financial limitations (Iqbal & Nagalingappa, 2021). Similarly, another study has shown that students from higher socio-economic backgrounds tend to be more physically active and show greater enthusiasm for engaging in physical activities compared to their peers from lower socio-economic groups (Carder et al., 2020). Research has consistently shown a strong and significant connection between socio-economic status and higher levels of sports participation. Several studies have confirmed a positive correlation, indicating that as socio-economic status increases, so does volume of participation in sports activities (Guthold, Stevens, Riley & Bull, 2020; Curtis et al., 2018; Kalajas-Tilga et al., 2020). But despite the numerous benefits that physical activities have on students' growth and well-being, overall participation rates have been declining (Brooks, Knudtson & Smith, 2017). Evidence suggests that sports activities

improve endurance, muscular strength, mental health, and lower the risk of cardiovascular problems among adolescents (Ryan Dunn, Dorsch, King, & Rohlisberger, 2016; Wang, Tang & Luo, 2017). Among the various factors influencing students' participation in sports, parental socio-economic status is one of the most critical. A research by Somerset and Hoare (2018) found that students from wealthier backgrounds are more likely to access opportunities to engage in sports. Due to prevailing social norms, students from affluent families often receive more support and encouragement from their communities and families, making it easier for them to participate in sports (George et al., 2018).

Based on this, it is reasonable to say that prejudice and discrimination can negatively affect a person's motivation and involvement in sports. Furthermore, a socio-economic perspective takes into account that a person's income and the amount of free time they have are closely connected and together, these factors shape their overall financial situation (Griffiths et al., 2020, p. 333). In the context of sports, economic factors— like a student's family or personal income— play a big role in their motivation to join a sports club, which directly affects how involved they are in sports overall. Several studies have explored the connection between income and participation in sports, and many have found a clear and cause-and-effect relationship between the two.

Do you think certain sports are more accessible and inclusive to students from more privileged backgrounds?

83 responses

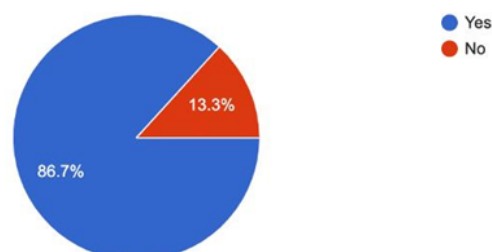


Figure 1: Sports Accessibility and Inclusivity (Nazir et. al, 2023)

The figure above which was derived from the study of Nazir et al. (2023) entitled “*Mapping the Impacts of Socio-economic Background on Sport Participation*” states that most of the students that were surveyed (86.7% of the 83 respondents) believe that people from more privileged socio-economic backgrounds have better access to sports and experience more inclusivity. This suggests that students are aware of the social class differences among them. It also implies that some students may feel at a disadvantage because of these inequalities, especially when it comes to accessing and being included in sports. As a result, this gap could discourage students from lower socio-economic backgrounds from getting involved in sports activities.

Moreover, a theory called “*Becker’s Theory of Time Allocation*” offers a framework for understanding how people decide to spend their time on different activities, showing how these choices are often influenced by their economic circumstances (Heckman, 2015). Becker’s model highlights how income, time, and human capital interact to shape a person's decision to participate in sports (Griffiths et al., 2020, p. 333). According to this theory, individuals with higher incomes are more likely to take part in sports because they can afford essential expenses like food, while also having the flexibility to dedicate time to physical activity. As income increases, the opportunity cost of time also goes up, leading to both an income effect and a substitution effect that influence behavior in opposite ways. However, research shows that the income effect often outweighs the substitution effect as earnings rise. This is because sport is considered a normal good— meaning that as people earn more, they tend to spend more on it (Eberth & Smith, n.d.). Essentially, higher income allows individuals to reduce their working hours without sacrificing financial stability, giving them more freedom to engage in sports and other leisure activities.

However, it is widely recognized that early stages of development are crucial for building the foundation for long-term participation in sports and physical activity (Griffiths et

al., 2020, p. 334). Research by Griffiths et al. on university students in the United Kingdom found that sport participation tends to decline with age, and that students who didn't have previous experience in sports were less likely to get involved in university level sports (Griffiths et al., 2020, pp. 332-333). This suggests that university plays an important role in promoting continued engagement in sports. Moreover, when looking at the relationship between early life experiences, socio-economic background, and later participation in sports, studies show that children from low socio-economic backgrounds are generally less involved in sporting activities compared to their more privileged peers (Bardid et al., 2022, p. 317). If early participation in sports influences future involvement—particularly at the university level— then it is likely that students from less advantageous backgrounds face additional barriers when it comes to staying active and involved in sports.

Transferable Skills Developed Through Sports

Pazur et. al (2022) states that there is a disparity existing between the graduate's perceptions of the achievement of competencies and the requirements for the employer's employability in the labor market. A gap is often observed between graduates' perceptions of the competencies they can supply and the employers' perceptions of the competencies they demand. Today's employers value employees who have soft or non-technical skills in addition to technical skills, though such skills may vary depending on the industry; it often includes knowing how to learn, communication skills, creativity, problem solving, interpersonal skills, leadership, and the ability to function as part of a team (Robin's Resumes, 2015). With that being said, Pieringer (2024) described the role of sports in developing soft skills such as the following: (1) Leadership Development. One of the most important soft skills acquired from sports. Playing sports gives kids several chances to take on leadership responsibilities, such as serving as team captains, or mentoring their teammates. Important

life and professional skills are mostly derived from the leadership lessons gained on the field.

(2) Teamwork Skills. Most sports emphasize teamwork, which teaches students how to collaborate with others to achieve a common objective. Sports' collaborative character is similar to the teamwork needed in most professional environments. (3) Time Management. It takes exceptional time management skills to balance sports and academic obligations.

Student-athletes develop time management, scheduling, and prioritization skills— all of which are essential for success in the workplace. Moreover, setting both short-term and long-term goals is frequently necessary to succeed in sports. The goal setting and strategic planning techniques are directly applicable to project management and career planning.

In a study conducted by Griffiths et al., (2017), data was collected in the United Kingdom from 5,838 graduates, 112 employers and 13 university senior executives as part of a mixed method approach and found out that all three groups consider that engagement in sport is a sound investment, with examples highlighting that sport has provided an “added value” beyond subject-specific qualifications. Employers stated that they were seeking employees with the same abilities that graduates identified gaining from sports, according to the triangulation of results from the various stakeholder groups.

However, in the study of Petrolia (2022), states that on average, student-athletes have lower levels of career development and adaptability than non-athlete students. Over committing to their athletic duties can lead to a neglect in their academic and career planning, which results in a less preparedness for the workforce. Moreover, it was also found that student-athletes sometimes choose their majors in which they feel like they will succeed academically rather than those aligned with their interests which potentially limits their career options post-graduation. Similarly, Wang, Aman, & Hooi (2021) indicated that college athletes do face a more difficult employment situation than ordinary college graduates, this is

because of the less time spent on professional cultural knowledge and more time they dedicate to training and competitions.

This study will investigate whether the competencies developed through sports participation contribute positively to the employability of student-athlete graduates. It will look into how these experiences may provide a sense of essentiality in the job market. The study by Griffiths et al. (2017) highlights a strong alignment among the different perspectives of graduates and employers suggesting that participation in sports is not merely an extracurricular activity but a valuable element in preparing students for their careers.

Contribution of Sports In Employability

Participating in sports can help you acquire a variety of abilities that are essential for increasing students' employability. Because companies respect and require abilities obtained in sports, people who participate in sports have a higher chance of finding employment than those who do not. However, a variety of circumstances both inside and outside of higher education institutions have made participation in sports difficult. Lack of facilities, an unsupportive curriculum, and time constraints and a lack of parental guidance are among the difficulties that are involved in sports (Mwita, 2019). Comeaux (2011) and Navarro, et al. (2020) state that student-athletes are a unique population with distinctive challenges. Because they devote so much time and energy to their sport (Rubin and Moses, 2017) high levels of athlete identity are frequently displayed by student-athletes (Moiseichik et al., 2019). They also stated that high athlete identity usually leads to levels of career maturity. Other barriers (such as financial, collaborative, and accessibility issues) frequently discourage student-athletes from taking part in career programs (McCarthy, 2016). Student-athletes are therefore frequently unprepared to return to a belief that they are "not ready for the next phase" in their lives after sports (Stokowski et al., 2019, p. 412). In the findings of Ghildiyal

(2015) who identified eleven qualities that are earned from sport participation. It was said that it includes team spirit, leadership skills, fair play, never give up, great leveler, focus, strengths and abilities, process and results, planning, earnestness and sincerity, observation and analysis. These findings are consistent with those of Lowden, Hall, Elliot, and Lewin (2011) identified graduate skills and attributes that are valued by employers, which are: team working, problem solving, self-management, knowledge of the business, good interpersonal and communication skills, etc. since it has been shown that most employability skills can be acquired through sports, students who participate in sports have a higher chance of finding employment than those who do not. Moreover, sports is perhaps one of the most effective ways for college students to build soft skills, which are difficult to learn in a traditional classroom setting. Students who are skilled at striking a balance between their extracurricular and classroom experiences have a double advantage over those that prioritize classroom instruction based solely on knowledge.

The contribution of sports to employability is interesting and relevant as it explores the career readiness of the student-athlete graduates of San Beda University. Comeaux (2019) highlights that one of the most crucial challenges facing student-athletes is the needed time to effectively balance their dual roles as students and as athletes. It cannot be denied that student-athletes differ from non-athletes, especially in terms of committing their extra time in order to pursue their athletic duties in addition to the obligations required by their academics. Although the findings of Rubin and Moses (2017) emphasized that since athletes have a strong athletic identity, it may help boost their confidence and focus but at the same time it may also cause a delay in career planning and reduce engagement in non-sport activities. which is why McCarthy (2016) and Stokowski et al. (2019) specified that those without target support may have a feel of unpreparedness after sports. Therefore, this study aims to evaluate both the institutional components that may help or hinder the student-athlete

graduates of San Beda University's career transition as well as the advantages that sports offer in terms of employability.

Transitioning of Student-Athletes for the Labor Market

A tiny portion of student-athletes will pursue professional level in their sport or pursue their future career goals once their eligibility expires (Stout, 2018). Because not all student-athletes go to the next level, whether due to injury or a desire to move on. A lot of athletes don't know what skills they can use in other aspects of their lives (McKnight, 2007). Athletes must actively increase their awareness of the abilities and strengths they have developed via competitive sports, develop a stronger personal brand outside of sports, and learn how to apply and promote their transferable skills in a non-athletic work environment in order to become mindful of those skills (Chalfin, weight, Osborne, and Johnson, 2015). Student-athletes move from leading lives filled with novel and thrilling experiences to overcoming a variety of obstacles (Orchard, 2017). However, due to their involvement in athletics, student-athletes may face particular difficulties and barriers (Gohn and Albin, 2006). Student-athletes' performance in the classroom and on the field may be impacted by time management, poor academic preparation, exhaustion, and low academic desire (Sharpe and Sheilley, 2008). Although student-athletes take pride in establishing and achieving goals related to their sport, they might not be as motivated to pursue their academic or professional career goals (Buzzeta, Lenz, and Kennelly, 2017). This indicates that a person who is deeply committed to their athletic identity values athletics so highly that they neglect other facets of being a student-athlete and consider their life after sports (Wojciechowski, 2018). For more than 50 years, researchers have examined athletes' career progression and transitions. The end of their collegiate athletic eligibility is a specific transition that student-athletes experience differently than other students (Henderson, 2013). In their later college years,

student athletes are more committed to their job as students and have a clearer notion of their career goals (Lally and Kerr, 2005). Finding that identity in their last years of college is essential for their professional growth and transition out of sport. According to studies, an athlete has a better chance of living a long and prosperous life in sports and adjusting well to life after sport if they can manage transitions both inside and outside of it (Stambulova, Alfermann, Statler and Cote, 2009).

The transition from student-athletes to employed persons is often considered as complex. The cited works in this chapter emphasize the unique challenges and the potential difficulties that these student-athletes will face when their collegiate athlete journey ends. Moreover, the existing body of research highlights the relevance to the student-athlete graduates of San Beda University, for instance Menke (2016) revealed that former student-athletes perceived the attributes gained from their athletic participation as positively impacting their professional and personal lives. Although, according to Stokowski et al. (2019) and Samuel et al. (2020) underscored some issues such as psychological distress and negative perceptions towards life after sports. Despite that, research has also revealed about the transferable skills developed through sports, which are valuable in the labor market such as teamwork, communication, leadership skills, and time management (Kee-van Huisseteden et al. 2020; University of Edinburgh Sport, 2024). The aforementioned studies suggest the critical need to understand and support the employability of student-athletes as they navigate their transition from university to the professional labor market.

Athletes' Post College Outcomes

According to a new Gallup Purdue study, it was found that there is a comparatively high level of well being and engagement among student-athletes. According to a recent analysis based on an ongoing Gallup-Purdue University survey of college graduates,

collegiate athletes are just as likely as other students to find full-time employment and are highly engaged in the workplace. In certain circumstances, they are more likely than other students. In the study, it was stated that compared to 63% of non-athletes, nearly two-thirds of former athletes (65%) reported having a full-time job. Among those with full-time jobs, 42% of former athletes said they were actively involved in their jobs, while 38% of non-athletes said the same. Among these populations, 48% of former female athletes reported high levels of involvement at work, compared to 41% of female students who were not athletes (New, 2016). Similarly, Anderson (2020) found that retired athletes reported being happy in all areas of their lives, including physical, health, social interaction, community involvement, and purpose.

The findings from the Gallup Purdue study (New, 2016) and Anderson (2020) both offer strong perspectives that complements the existing literature on student-athlete transitions. The Gallup Purdue study states that student-athletes are not only as likely as their non-athlete peers to secure full time employment but also demonstrate higher levels of workplace engagement, especially among female former athletes. Similarly, the study of Anderson (2020) highlighted the overall life satisfaction among retired athletes. These ideas share how the skills and experiences gained from being a student-athlete could have a positive impact on professional life and overall well-being. With that being said, this study will look into the experiences of the student-athlete graduates of San Beda University and see if similar outcomes– like strong employment and engagement at work– can also be found in this group.

Perceptions of Student-Athletes on Career Readiness

Today's job market is going through major shifts because of things like globalization and new technologies such as artificial intelligence. As a result, people are now more likely

to switch jobs, employers, or even entire careers several times over the course of their working lives. (McPherson, 2018). In today's career landscape, it's widely accepted that there's no longer a single "ideal" path where everyone follows the same predictable steps at certain stages of life (De Vos, et. al., 2019). Instead, career transitions can happen multiple times throughout a person's life and involve moving between different roles or positions in various social and professional spaces (Savickas, 2011). The old idea of having just "one life, one career" is being replaced by more complex and personal career journeys, where the individual plays the main role in shaping their own path (Chudzikowski, 2012).

Adding an academic perspective to the study of athletic careers allows for a better understanding of how both academic and athletic paths connect and influence each other (Asensio, et. al., 2023). Lately, there's been a growing interest in the sports world in which it refers to giving elite athletes the chance to successfully start, manage, and eventually transition from both their sports careers and their education or future jobs (Stambulova, 2023). As athletes often have to juggle the demands of school, training, and planning for future careers, all while staying committed to their sport, the act of balancing takes place within broader systems like sports management and education (Geary, et. al., 2021; Robnik, et. al., 2022). While a managing career is definitely challenging for both athletes and those around them, it can also serve as a support system that helps athletes form their identity—especially during major life transitions, like the end of their athletic careers (D'Angelo, et. al., 2017). Out of all the transitions they go through, retirement is one of the toughest. Every athlete eventually reaches this point, and the process of retiring is complex, deeply personal, and different for everyone (Stambulova, et. al., 2021). Researchers have looked into different factors— like how strongly athletes identify with their sport or whether they chose to end their careers voluntarily— that affect how smoothly they transition out of athletics. Studies show that this transition period is a major turning point in an athlete's life,

often filled with challenges (Wylleman, 2016). These challenges might include uncertainty about finding a job, adjusting to a new lifestyle, struggling to handle changes in personal goals or expectations, dealing with anxiety about the future (Hong & Fraser, 2023), and facing obstacles in landing a satisfying job. In this situation, having the need to balance both their academics and sports can really help athletes prepare for life after sports, especially since most of them will need to pursue another profession to support themselves once their athletic career ends (Kohe & Purdy, 2020).

The topic of transitioning out of a sports career is closely related to the concept of employability. Over time, employability has shifted from being seen as just an individual trait—based mainly on having the right skills or qualifications to enter a specific field and follow a straightforward career path (De Vos, et. al., 2019)—to be understood as a broader, more complex idea. Today, it's viewed as a “multidimensional, lifelong, and life-wide” concept (Jackson & Bridgstock, 2021; Lo Presti & Pluviano, 2016). There's now more focus on how people personally perceive their chances in both internal and external job markets, and how these perceptions—shaped by both personal traits and external factors—can impact their career choices and outcomes (De Vos, et al., 2011). Over time, two well-established models of occupational capital have been developed to help prepare university students for entering the job market, both supported by empirical research. Tomlinson's model introduces the idea of graduate capital, which is made up of five key forms of capital: human, social, cultural, identity, and psychological (Tomlinson, 2017). Meanwhile, Clarke (2018) offers an integrated model that views employability as a mix of human capital, social capital, and individual behaviors and traits. These elements work together to shape how employable a person feels they are within the job market, and ultimately influence their actual employment outcomes. Human capital plays a key role, as building skills and competencies is a major focus in higher education and is closely tied to gaining expertise in a profession. When

combined with social capital— which includes factors like university reputation, personal networks, and social background— this greatly boosts a graduate's chances of being employable. On top of that, personal traits and behaviors are seen as crucial for achieving career success. Lastly, the current state of the job market also has a strong influence on both how employable graduates feel and how employable they actually are.

For athletes, employability is an ongoing concern throughout their sports careers. This is mainly because of the unstable nature of contracts in the sports industry, the difficulty of finding flexible jobs that can fit around their training and competition schedules, and the added challenge of needing to find new work opportunities after injuries. Female athletes also face unique struggles, especially when it comes to continuing their careers after pregnancy (Gozoli, Palumbo & Zanoli, 2023). Employability can be seen as a connecting point between an athlete's sports career and their educational or professional journey. This link plays a role at different stages of their athletic life: while they're still actively competing (active phase), when they're preparing for or have just retired but haven't yet started a new job (retirement phase), and when they've begun working in a new profession after sports (new career phase) (B-WISER, 2018).

Lastly, student-athletes go through a variety of challenges and transitions throughout different stages of their lives. Looking at things from a holistic point of view, both their academic and athletic experiences are deeply connected and influence each other. Since athletic careers are often short, athletes eventually have to shift their focus to entering the job market after retirement. As Stambulova and Wylleman (2018) pointed out, graduating from university is a key transition where athletes take an active role in planning and shaping their future career paths.

CHAPTER III

Theoretical Framework

This chapter presents the conceptual framework, operational framework, different assumptions, hypotheses, definition of terms as well as different relevant economic theories which could greatly contribute to the foundation of this study.

Conceptual Framework

This particular section applies all relevant economic theories related to assessing the employability of the student-athlete graduates of San Beda University. It will provide a foundation of how these factors influence their career choices and industry placement after graduation.

Human Capital Theory

Sport is frequently promoted as a means of fostering economic growth, fostering a sense of community and patriotism, encouraging health and pushing the boundaries of human physical prowess (Challip, 2006). Although, there is little study that looks at certain perceived consequences of sport involvement holistically, despite the widespread belief that sport can serve as a potent medium for societal and personal development experience (Rubin, Smith & Weight, 2022). Different studies stated that participation in intercollegiate athletics has been linked to a wide range of benefits, from career advancement, holistic development, and positive academic experiences (Chalfin et al., 2015; Gallup, 2016; Rubin & Moses, 2017; Weight et al., 2018) to exploitation, subpar academic experiences, and trouble adjusting to life after sports (Smith & Hardin, 2018). Moreover, participation in sports has been compared

to a “resource caravan” that athletes can use at any time in their lives (Walsh et al., 2019). Former athletes also characterized the lessons and opportunities they learned from sports as psychological, social, and physiological resources that can help them adjust to changes in their lives (Walsh et al., 2019). Similarly, Zhou and Kaplanidou (2018) conducted an interview with former athletes and discovered that social capital such as networks and relationships is derived from athletic involvement and may carry over into other facets of players’ lives.

Exploring the process of Human Capital Theory emergence through college sport is fitting for several reasons. Participating in sports gives people useful abilities that they can use in the workplace, according to several different studies. Competitiveness, confidence, mental toughness, time management, self discipline, team effort, learning to prioritize, overcoming adversity, and goal setting are among the qualities that employers look for especially in former athletes (Ackerman, 2012; Calfin et al., 2015; Weight et al., 2018). Employers recognize these skills from former athletes, which can definitely affect long-term professional performance (Weight et al., 2018), athlete self-efficacy to thrive in the workplace (Smith & Whiteside, 2019), and initial hiring decisions (Chalfin et al., 2015; Dwyer & Gellock, 2018). Illustrating how playing sports has long-term repercussions.

Signaling Theory

Signaling theory is highly relevant to this study as it explains how student-athlete graduates of San Beda University communicate their employability to potential employers. In definition, signaling theory is a concept in economics and social sciences in which it explains how individuals or organizations communicate information about their qualities, abilities, or intentions to others in order to influence their behavior and perceptions. In the context of this study, student-athlete graduates signal valuable qualities to the workforce such as discipline,

teamwork, leadership, and time management, which are developed through sports participation (Pieringer, 2024). Employers may perceive these qualities as indicators of strong work ethic and adaptability, enhancing the graduates' employability (Lowden, Hall, Elliot, and Lewin, 2011). Furthermore, their academic credentials and extracurricular experiences serve as signals of their adaptability to balance multiple responsibilities, making them competitive candidates across various industries (Buzzeta, Lenz, and Kennelly, 2017).

Theory of Supply and Demand

The classical economic theory of supply and demand explains how buyers and sellers agree on a price in the market, where buyers are willing to pay a certain amount (WTP) and sellers are willing to accept a minimum amount (WTA) (Inoua & Smith, 2020). This theory does not just apply to goods— it also works in the labor market. In this case, employers create the demand for labor, and employees supply it. Instead of using the price and quantity of goods to determine equilibrium, the labor market uses wage rates to balance supply and demand. Recent research has highlighted the positive impact of sports participation on various policy areas, especially in education. Studies (Booth et al., 2013; DeMoulin, 2002) have shown a strong connection between playing sports and better school performance. It suggests that being involved in sports can lead to higher academic achievement, improved productivity, and better time management skills which are essential for the labor market. In the context of this study, the supply side represents the number of student-athlete graduates seeking employment, while demand refers to the availability of jobs that require their skills and qualifications. If there is a high demand for employees, especially those who possess skills such as leadership, teamwork, discipline, and time management— qualities who are more possessed with student-athletes— these graduates may have better employment

opportunities. Similarly, if the job market is flooded with candidates who have similar skills or if there's little demand for their qualifications, it can make it harder for them to find a job.

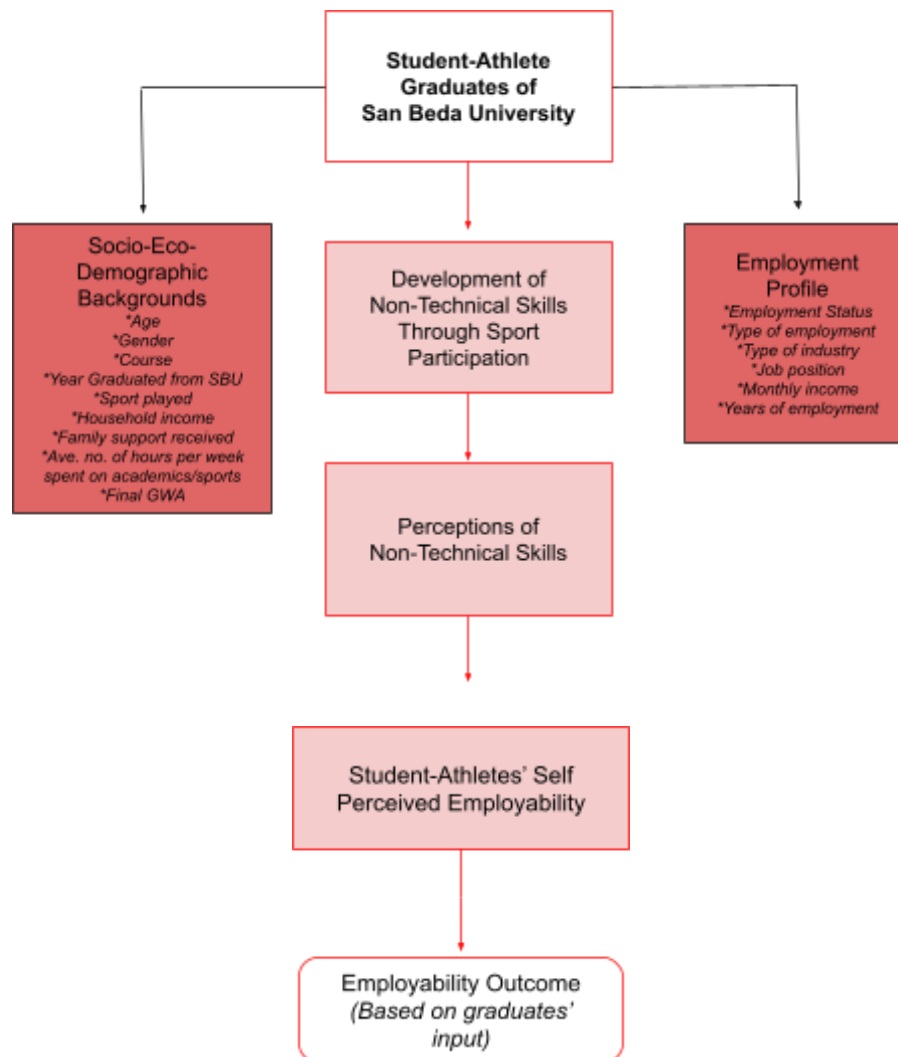


Figure 2: Conceptual Framework

The conceptual framework above focuses on the relationship between participation in sports and employability of the student-athlete graduates of San Beda University, specifically it focuses on the non-technical skills developed through sports. The core of this framework assumes that involvement in collegiate sports plays a significant role in shaping non-technical skills like teamwork, leadership, time management, etc. which are said to be highly valued in the workforce. These skills are the key variables that can influence the employability of the

student-athlete graduates from their own perspectives. The socio-eco-demographic background and employment profiles primarily serve a descriptive purpose, participation in sports is considered as the central influence on the development of non-technical skills.

Operational Framework

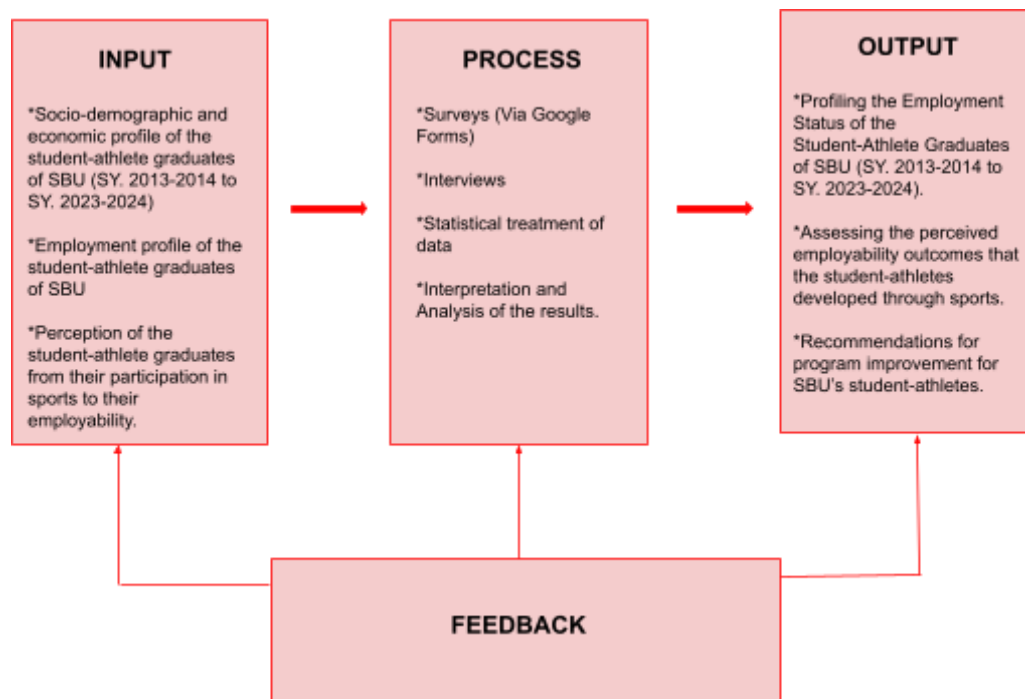


Figure 3: Operational Framework

The operational framework above influenced from the study of Sheng (2023) entitled “*A Comparative Analysis of Competencies for Employability of San Beda University’s Economic Graduates*”, presented through the Input-Process-Output (IPO) Model will illustrate the flow of this study. This study will begin by identifying key information about the student-athlete graduates of San Beda University from SY. 2012-2014 to SY. 2022-2023, focusing on their socio-demographic and economic profiles such as age, gender, degree program, graduation year, and the sport they played during their stay in San Beda University, as these factors have been recognized as influential in employability outcomes (Bennet et al.,

2019). It will also dig into the employment profiles of these graduates which will look into their employment status, nature of employment (public or private), monthly income, and their years of employment, resonating Cerado et al.'s (2020) focus on the importance of graduate tracking. Furthermore, the study will explore the graduates' perception of how their experiences as student-athletes have shaped their employability, guided by Lent et al.'s (2016) idea into self-efficacy and career development. The needed data will be collected via Google Forms surveys and interviews, which will allow for more in-depth understanding. The responses will be analyzed statistically using Google Colab R. Moreover, the study aims to produce a comprehensive employment profile of San Beda University's student-athlete alumni and assess how their sport involvement during their collegiate years contributed to their employability.

Assumptions

The assumptions of this study which were obtained from the review of related literature are the following:

1. Because of the discipline, teamwork, and time management skills student-athletes have acquired through sports, it is assumed that the majority of the student-athlete graduates are employed, whether in full-time, part-time, or self-employment roles.
2. Student-athlete graduates are employed in diverse industries, with many choosing to pursue careers in fields related to either their academic experience or participation in sports. It is anticipated that they will find employment in business, healthcare, education, and sports management, with some going on to become professional athletes, coaches, or trainers.

3. Their employability is greatly influenced by their involvement in sports. It is believed that employers respect the soft skills—like leadership, tenacity, and flexibility— that come from participating in sports, which makes them competitive in the labor market.

Hypotheses

This study examines the relationship between the student-athlete experiences and their employability after graduating from San Beda University. The following hypotheses aim to determine whether factors such as academic performance, athletic involvement, soft skills, and university support significantly influence their employment outcomes.

Ho₁: Participation in sports does not significantly influence the employability of student-athlete graduates of San Beda University.

Ho₂: Socio-eco-demographic characteristics— such as age, gender, course/program, year graduated, and sport played— do not significantly influence the employability of the student-athlete graduates of San Beda University.

Ho₃: Non-technical skills developed through sports have no significant influence on the employability of the student-athlete graduates of San Beda University.

Ho₄: Participation in sports is not perceived by graduates as having a significant impact on their employability.

Definition of Terms

Employability - an individual's ability to secure and maintain employment. It's a reflection of a person's potential to add value to an organization through their skills, knowledge attributes, and professional behaviors.

Employment Status - refers to the classification of the relationship between an employer and their employee.

Collegiate Sports - sports and athletic training and competition organized and funded by institutions of tertiary education.

Student-Athlete Graduates - refers to the set of graduates of San Beda University from SY. 2012-2013 to SY. 2022-2023 who also played a sport during their college days.

Soft Skills - are character traits and interpersonal skills that characterize a person's ability to interact effectively with others. Psychologists also use this term to describe someone's emotional intelligence quotient.

Non-technical Skills - are skills you have that do not relate to your specific job. These skills relate more to your personal qualities and habits than your technical abilities.

Human Capital Theory - a concept in social sciences that explains how individuals acquire and utilize skills, knowledge, and abilities to enhance their economic and social outcomes

Signaling Theory - actions taken by informed parties (signals) to convey information about themselves to uninformed parties.

Theory of Supply and Demand - a fundamental concept in economics that describes the relationship between the quantity of a commodity that producers are willing to sell and the quantity that consumers are willing to buy at various prices.

Survey Questionnaire - a research tool designed to collect data about respondents' opinions, behaviors, or characteristics.

Descriptive Statistics - is a subfield of statistics that deals with characterizing the features of known data. It also gives summaries of either population or sample data.

Cross-Sectional - type of research design in which you collect data from many different individuals at a single point in time.

CHAPTER IV

Methodology

This part of the paper deals with the study's research design, objectives, sampling, respondents, instrumentation, procedures, research ethics, diagnostic tests, and the appropriate statistical treatment tool that will be used for the development of this study.

Research Design

Descriptive Research

As the name implies, descriptive research summarizes the features of the population, circumstance, or event under study without manipulating variables or testing hypotheses. Surveys, observational studies, and case studies can all be used to report this. Descriptive research frequently generates knowledge concepts and offers answers to important problems in addition to making observations and then comparing and also analyzing them. Its constant goal is to provide answers to the following questions: how, when, where, and what the issue of phenomena is.

For the context of this study, quantitative methods will be used to collect, analyze, and interpret the data that will be derived from structured survey questionnaires. The approach will allow the researcher to examine patterns, frequencies, and relationships among demographic characteristics, sports participation, educational background, skill acquisition, and employment status. This research design will help support the study's intent to evaluate employability levels, job readiness, and career trajectories among the respondents using objective, numerical data.

Comparative

Comparative research design is a potent methodological tool for comparing and contrasting two or more entities— such as groups, systems, or phenomena— in order to find similarities, differences, and patterns. It is used in a wide range of disciplines, such as engineering, business, education, and the social sciences. In this study, the use of comparative research design will seek to determine significant differences in employability outcomes across different variables— such as program studies, sport played, and nature of employment. The study design is not experimental but based on quantitative information gathered using questionnaires. It will not control the variables but simply observes and compares conditions as they exist to measure employability results.

Research Objectives

In order to efficiently gather and arrange the necessary data that will meet the study's goals, the researcher understands how crucial it is to accomplish the following objectives:

1. Determine the socio-economic and employment profiles of student-athlete graduates;
2. Identify the non-technical skills developed through sports that influence employability.
3. Assess how participation in sports influences employment.
4. Recommend relevant policies to enhance employability support systems among student-athletes of San Beda University.

Sampling Design

This is an essential component of research methodology that describes how to choose a subset of people or elements from a wider population in order to collect data for a study. It is essential for guaranteeing the validity and reliability of the study.

Purposive Sampling

Purposive sampling is a non-probability technique of sampling in which researchers choose a specific sort of respondent by carefully choosing their sampling strategy. It is based on the idea that, in order to develop a case study or a grounded theory, researchers may need to pre-select subgroups from a whole population. It is also referred to as judgement sampling, subjective sampling, expert sampling, and selective sampling. Purposive sampling also has a number of benefits. Above all, this sampling strategy eliminates quantitative data that isn't useful to researchers in pursuing a certain goal. Instead of wasting time evaluating the entire population, it will enable the researcher to focus on a specific subgroup of responders, whether they be representative cases or deviant cases, and train their research questions on them.

This study did not use Slovin's formula or any probability-based sample size computation due to the total population of San Beda University's student-athlete graduates from the SY. 2012-2022 could not be fully accessed. Because of the absence of a definite sampling frame, the researcher employed purposive sampling with availability sampling. Meaning that only student-athlete graduate respondents who met the criteria and were reachable through social media, alumni pages, team groups and referrals were included in the study. A total of 71 qualified respondents participated voluntarily, which is acceptable for correlation and regression-based statistical analyses.

Moreover, in the context of this research, the participants will be deliberately selected based on specific characteristics relevant to the study. The sample will be composed exclusively of individuals who meet the following criteria:

- Must have been a student-athlete enrolled at San Beda University between SY. 2012-2013 to SY. 2022-2023.
- Must have graduated or completed an undergraduate degree at San Beda University.

- Must be currently employed, self-employed, unemployed, or pursuing further education (masters, PHD, etc.)

Respondents of the Study

The respondents for this study included the student-athlete graduates of San Beda University who completed an undergraduate degree and were part of the varsity team of a sport during their collegiate years (e.g., basketball, volleyball, taekwondo, swimming, track and field, etc.) between SY. 2012-2013 to SY. 2022-2023. The final total of the respondents amounted to seventy-one (71) student-athlete graduates which came from different sports and courses.

Measurement and Instrumentation

As an essential part of this study, the researcher aims to design a carefully structured survey questionnaire in order to collect the information needed to address the research questions and fulfill the objectives of the study. Accordingly, the development of the instrument is guided by the study's statement of the problem and the established research objectives.

Validity Test

The validation of the contents was conducted by two experts: the thesis adviser and the statistical adviser. The necessary revisions for this study were based on their comments and suggestions.

Reliability Test

A pre-testing with a total of thirty (30) respondents was utilized with the help of Cronbach's alpha with an accepted value of 60% and above. The pre-testing yielded a total of

94.33% (excellent reliability) internal consistency and reliability of the survey questionnaire which suggests that the questionnaire that this study utilized is valid and consistent to conduct and gather the necessary data.

Research Procedures and Data Collection

The distribution of the survey questionnaire will be via Google Forms that will be distributed through an online distribution technique. The researcher, through the guidance of the thesis adviser will ensure that there will be an informed consent and shall observe data privacy. After successfully distributing the survey, then the researcher will collect the responses provided by the participants. After collecting the responses, the researcher will then study the data. Finally, all the collected data will be processed using the researcher's chosen statistical software which will be followed by a thorough examination and interpretation of the results.

Data Collection Process

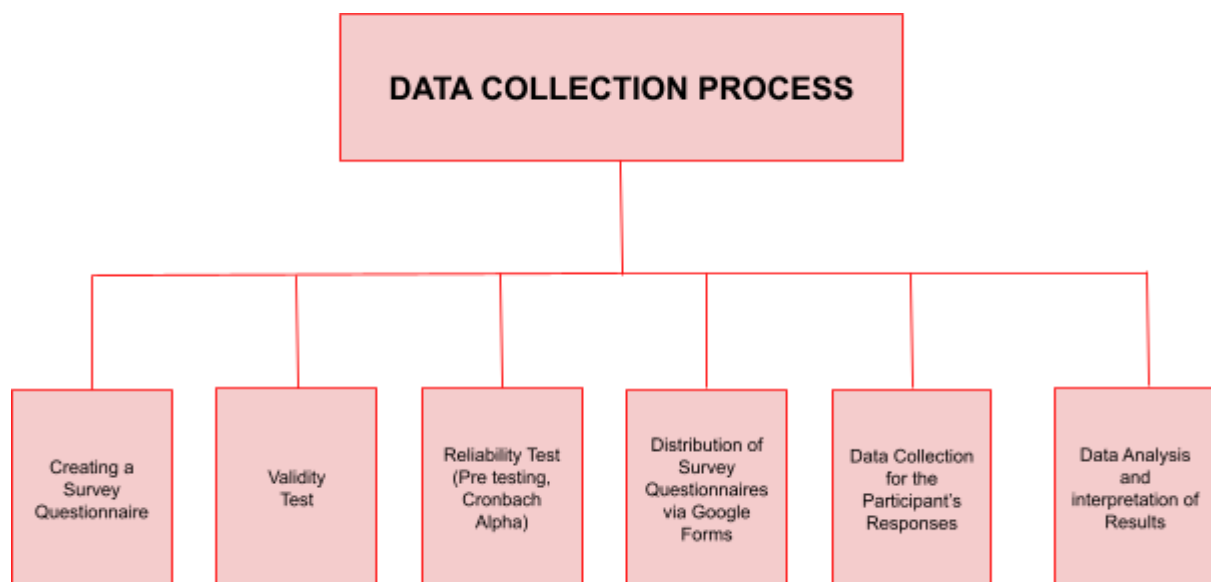


Figure 4: Data Collection Process

Research Ethics Approaches

To protect and preserve data privacy, the respondents or proponents of the study must give their informed consent before the survey questionnaires are distributed. The respondents will be made aware that the participation in this study will be completely voluntary, meaning they can decline to be a part of it or withdraw at any moment. The study will take into account, RA No. 10173, also known as the Data Privacy Act of 2012. It will ensure the participants of the study that the gathered data will be strictly kept confidential and only for the purpose of this research study. Moreover, the researcher will make sure that the participants will be advised that they have the choice to not provide information that would make them uncomfortable to share or could compromise their safety or moral values.

Data Analysis

The study has utilised a set of descriptive and inferential statistical techniques in order to analyse the employability of the student-athlete graduates of San Beda University. All the needed statistical analyses were conducted and performed using Google Colab *R*, which allowed an accurate computation of test statistics, model estimates and diagnostic evaluations.

Descriptive Statistical Analysis

Descriptive statistics were used to summarize the characteristics of the respondents and to provide an overview of their socio-eco-demographic, academic, athletic, and employment profiles. Specifically, the study used frequencies, percentages, and cross tabulations to describe the categorical variables such as the student-athlete graduate respondents' age, gender, undergraduate course, sport played during college, household income during college, employment outcomes, etc.

The constructs were measured with the use of a Likert scale for leadership development, teamwork, time management, problem solving, good interpersonal and communication skills, self-management, transferable athletic skills, academic preparation and perceived influence of collegiate sports, the weighted means for each variable were computed in order to determine the central tendency of responses and interpret the extent to which each competency for employability was developed through participation in sports.

Inferential Statistical Analysis

To examine the relationship, group differences, and identify the predictors for employability, the study conducted a comprehensive set of inferential statistical procedures:

Multiple Linear Regression (Ordinary Least Squares)

In order to identify the strongest predictor of employability, a multiple linear regression model (OLS) was estimated. The model included nine (9) independent variables: leadership development, teamwork, time management, problem solving, good interpersonal and communication skills, self-management, transferable athletic skills, academic preparation and perceived influence of collegiate sports.

The OLS model generated: (1) regression coefficients (B), (2) standard errors, (3) t-statistics, (4) p-values, (5) r-squared and adjusted r-squared values, and (6) f-statistic for overall model significance.

Pearson correlation test

The Pearson correlation test was conducted to assess the linear association between employability and the different nine (9) key competencies developed through sports participation. The variables included leadership, teamwork, time management, problem solving, good interpersonal and communication skills, self-management, transferable athletic skills, academic preparation, and the perceived influence of collegiate sports. This test

identified what competencies yielded a significant and meaningful correlation with employability.

Independent Samples t-test

A t-test was conducted to determine whether or not employability differed significantly according to gender. Through this analysis, it assessed whether the employability outcome for both male and female student-athlete graduates are comparable.

One-way Analysis of Variance (ANOVA)

A total of two (2) separate ANOVA tests were conducted to evaluate the presence of statistically significant differences in employability in:

- Sport played during college, and;
- Undergraduate course

This enabled a comparison of employability across different groups to determine if athletic discipline or academic background contributed to the student-athlete graduate respondents' employability outcomes.

Chi-square Test of Independence

The chi-square test of independence was utilized to examine whether gender was significantly associated with (1) sport played during college, and (2) undergraduate course. This assessed the independence of the different categorical variables and helped identify if gender-based patterns existed within athletic and academic distributions.

Table 2. Diagnostic Tests for Model Validation

Test Conducted	Purpose
Shapiro-Wilk Normality Test	Assessed if the residuals followed a normal distribution. A statistically significant result showed a deviation from normality, calling for a careful interpretation of parametric findings.

Durbin-Watson Test for Autocorrelation	Used to evaluate whether the residuals exhibited serial correlation. A Durbin-Watson close to 2, with a non-significant p-value, confirmed the independence of errors in the regression model.
Variance Inflation Factor	VIF values were computed to detect the multicollinearity among the predictors. All of the values ranged from 1.07 to 1.39, which are all well below the commonly accepted thresholds, which demonstrated that multicollinearity was not present and that the predictors contributed unique variance to the model.

Moreover, the econometric model's general form for this study is:

$$Y_j = \beta_0 + \beta_{1(LD)} + \beta_{2(TS)} + \beta_{3(TM)} + \beta_{4(PS)} + \beta_{5(GIC)} + \beta_{6(SM)} + \epsilon_i$$

Where:

- Y_j = the dependent variable which represents the employability outcome of the student-athlete graduates of San Beda University. Employability is measured as those student-athletes who were employed within 90 days from graduation and is coded as 1 and 0 if not.
 - *Age, Gender (coded as 0 = male, 1 = female), time spent on academics, time spent on training/sports, Final GWA*
- β_1 = Leadership Development
- β_2 = Teamwork Skills
- β_3 = Time Management

- β_4 = Problem Solving Skills
- β_5 = Good Interpersonal and Communication Skills
- β_6 = Self Management
- β_0 = intercept
- ϵ_i = error term
- The subscript j stands for the j^{th} individual (employee or employer) in the regression model.

This study will employ a cross-sectional econometric model to assess the employability of the student-athlete graduates of San Beda University. Through the econometric model, it will analyze the data collected at one point in time from various individuals to estimate if factors like age, gender, time spent on academics, time spent on sports/training, non -technical skills and the general weighted average– affect their employment outcomes.

CHAPTER V

Results and Discussions

This chapter will present, analyze and interpret the data that were gathered from the survey conducted among the student-athlete graduates of San Beda University from ST. 2012-2013 to 2022-2023. The discussion will focus on the employability status of the graduates and the perceived influence of their athletic background on their professional careers. Moreover, the statistical results will be thoroughly analyzed and discussed in detail in this chapter.

Reliability Test

Table 3. Cronbach Alpha

	Cronbach Alpha
Assessing the Employability of the Student-Athlete Graduates of San Beda University	94.33%

Cronbach's Alpha coefficient evaluates the internal consistency or reliability of a group of survey items. Through this, it helped determine whether the items collectively measure the same construct in a consistent manner. The likert scale in the survey consists of four (4) parts: First are the non-technical skills developed through sports in which there are six variables (leadership development, teamwork skills, time management, problem solving, good interpersonal and communication skills and self-management). Secondly is the transferable athletics which is followed by academic preparation and lastly, the perceived influence of collegiate sports on employability. A total of 30 respondents were used for pre-testing which resulted in a 94.33% total reliability test for the Cronbach alpha. With this result, it suggests that the Likert scale questionnaire is considered valid and acceptable.

Socio-economic profile of the student-athlete graduates

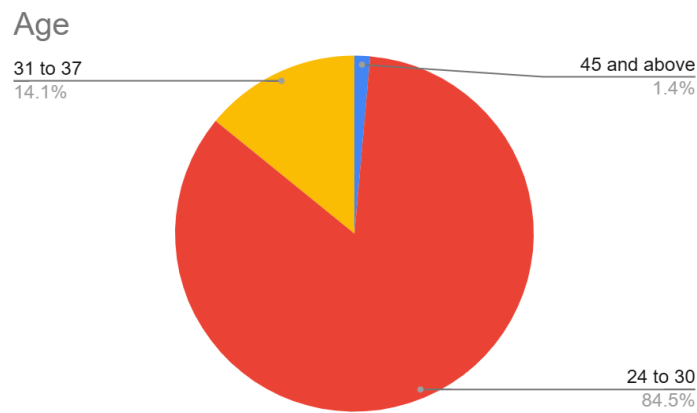


Figure 5: Pie Chart of Respondents' Age

The population of the study consists of the student-athlete graduates of San Beda University from the school years (S.Y.) 2012 to 2022. The table above has shown that most of the graduates (84.5%) belong to the 24 to 30 age range. Followed by a total of 14.1% of graduates who belong to the 31 to 37 age group and lastly a 1.4% of the respondent belong to the 45 and above.

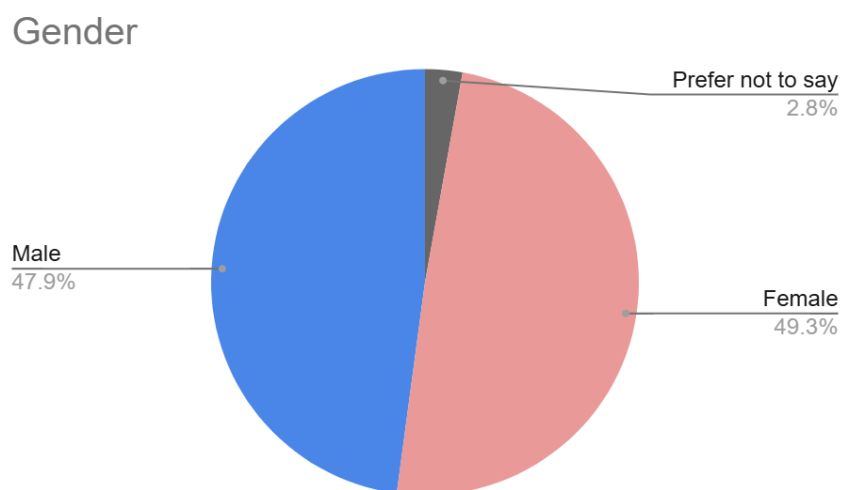


Figure 6: Pie Chart of Respondents' Gender

Moreover, the majority of the student-athlete graduates who took part in the survey are females (49.3%) while the male population consists of 47.9% and those who do not prefer to say their gender are 2.8%.

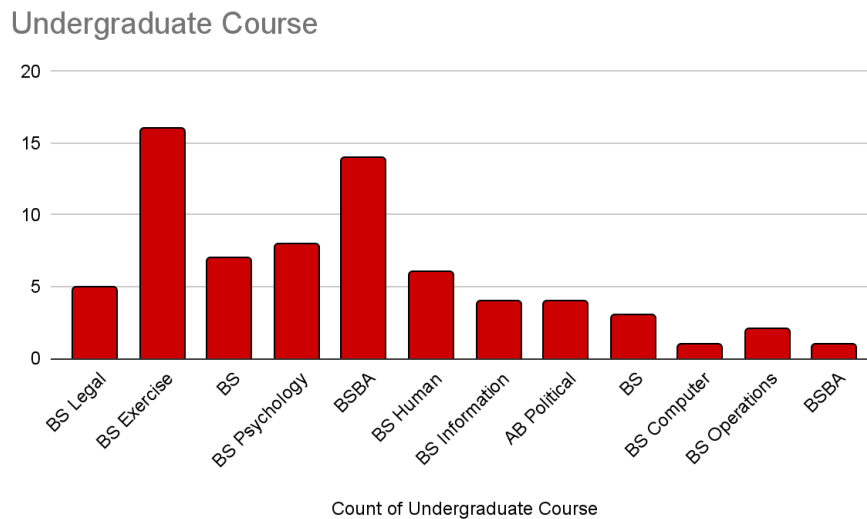


Figure 7: Histogram of Respondents' Undergraduate Course

Interestingly, the graduates have shown a diverse choice of undergraduate courses, the top 3 courses are BS Exercise and Sports Science as the top course in the survey (22.54%), followed by BSBA Marketing Management (16.90%), and BS Psychology in third place (12.68%). Also, the table shows that most of the student-athlete graduates respondents graduated in 2020 with a total of 21.13%.

Table 4. Year Graduated of Respondents

YEAR GRADUATED	Total Frequency (n = 71)	
	<i>*Number of student-athlete graduates respondents</i>	
2012	4	5.63%
2013	4	5.63%
2014	6	8.45%

2015	4	5.63%
2016	3	4.23%
2017	7	9.86%
2018	5	7.04%
2019	7	9.86%
2020	15	21.13%
2021	7	9.86%
2022	9	12.68%

This is followed by graduates from 2022 with 12.68%, and those who graduated in 2017, 2019, and 2021, each at 9.86%.

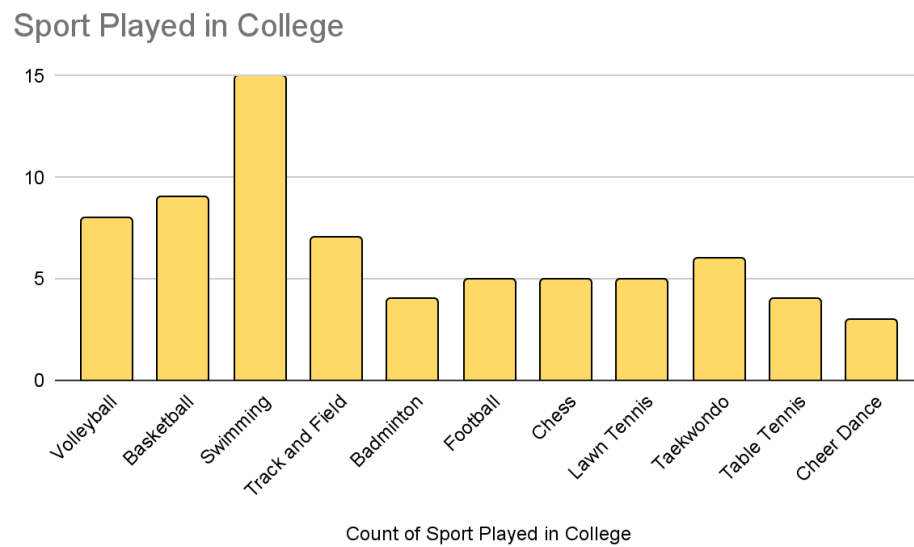


Figure 8: Histogram of Respondents' Sport Played during College

Lastly, the majority of the respondents were part of the Swimming team during college, representing 19.7% of the total. Followed by Basketball and Volleyball, each with 12.7%. Other sports include Track and Field (9.9%), Taekwondo (8.5%), and Chess (8.5%). Meanwhile, smaller proportions were recorded for Football, Badminton, Table Tennis, Lawn

Tennis, and Cheer Dance which ranged from 4.2% to 7%. Overall, the data collected has shown a diverse athletic background among the respondents.

Athletic Scholarship

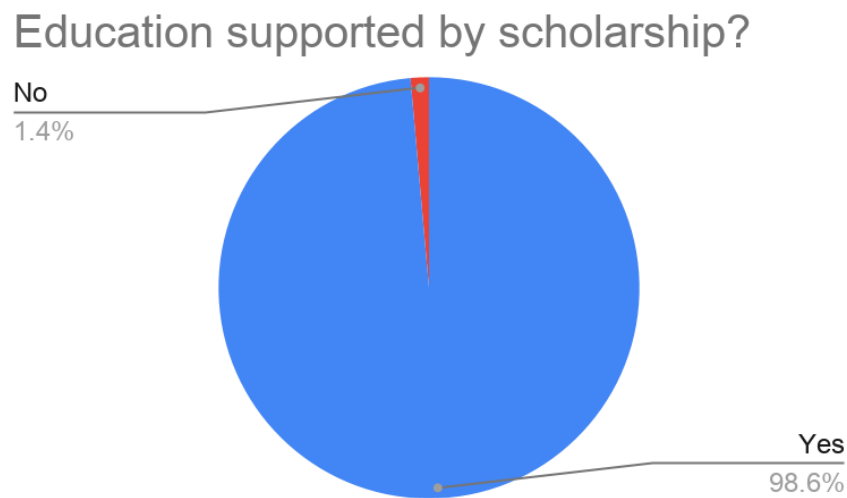


Figure 9: Pie Chart of if Education was supported by an athletic scholarship.

The results above show that the majority of the student-athlete graduates (70 out of 71, or 98.6%) have received their education with the support of an athletic scholarship, while only one (1) respondent did not receive any scholarship assistance.

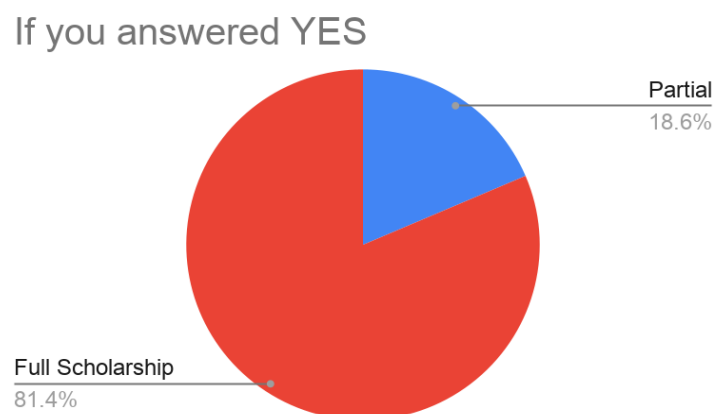


Figure 10: Pie chart if Respondents' answered "Yes" above.

Among those who were given athletic scholarships, a large portion (81.4%) received a full scholarship while 18.6% received partial scholarships. This suggests that San Beda University provides strong support to its student-athletes by allowing them to complete their education with the help of athletic-based scholarships. Given that the majority of the respondents were granted full scholarships, this reflects the university's commitment in recognizing the excellence of their student-athletes as they support them in balancing both their athletic and academic responsibilities.

Table 5. Household Monthly Income

Household Monthly Income (during their college years)	Total Frequency (n = 71) <i>*Number of student-athlete graduates respondents</i>	% of Total
Below 10,000	2	2.8%
10,001 - 20,000	12	16.9%
20,001 - 40,000	34	47.9%
40,001 - 60,000	18	25.4%
Above 60,000	5	7%

The table above shows that almost half of the student-athlete graduate respondents (34 out of 71, or 47.9%) states to have a household monthly income between ₱20,001 to ₱40,000 during their college years. This just shows that the majority of the student-athlete graduates came from middle-income families. On the other hand, 25.4% belonged to households earning ₱40,001 to ₱60,000, while 16.9% were said to have an income within the ₱10,001 to ₱20,000 range. Only 2.8% of the respondents are said to belong in families earning below ₱10,000. Given the data, this suggests that most of the student-athlete graduates of San Beda University came from moderate income level families and that through the help of athletic scholarships, it significantly helped them with their college education.

These findings can be correlated with the study of Iqbal and Nagalingappa (2021) wherein they stated that individuals who came from lower socio-economic families are less likely to take part in activities particularly sports because they may not have the financial means to afford them. Similarly, the study of Carder et al. (2020) stated that students who came from higher economic backgrounds tend to be more active in sports and they show greater enthusiasm for engaging in physical activities compared to those who are from the lower socio-economic groups. Since most of the student-athlete graduates' families came from moderate income level families then it can be said that they had the means to financially support their children in their respective sports and with the help of athletic scholarships it helped them save more and at the same time the money that can be used for tuition can be used in other aspects to support their child. Income effect often outweighs the substitution effect as earnings go up. This is because sport is considered as a normal good which means that as people earn more, they tend to spend more on it (Eberth & Smith, n.d.)

Table 6. Family Support received during college

Family support received during college years	Total Frequency (n = 71)	% of Total
	<i>*Number of student-athlete graduate respondents</i>	
Paid for full tuition and school fees.	1	1.4%
Provided a weekly/monthly allowance.	51	71.8%
Covered lodging/boarding/dormitory expenses.	8	11.3%
Provided for food and daily necessities.	9	12.7%
No family support received.	2	2.8%

Table #6 shows that the majority of the student-athlete graduate respondents' families (71.8%) provided a weekly or monthly allowance during their collegiate years. This shows that most of them depended on their families for money for their basic necessities and living expenses. While some of their families (12.7%) received family support in the form of food and daily necessities, 11.3% had their lodging or dormitory expenses covered by their families and only a small portion (1.4%) said that their family paid for their full tuition and school fees. However, 2.8% of the student-athlete graduate respondents stated they have received no family support at all during their college years which could mean that they were financially independent during those years, possibly they had side jobs or they were given allowances by the school/team manager. A theory called "*Becker's Theory of Time Allocation*" believes that people decide to spend their time on different activities, showing how these choices are often influenced by their economic circumstances (Heckman, 2015). Moreover this theory states that individuals who have higher income are more likely to participate in sports since they can afford the essential expenses that comes with being an athlete such as food, while they still have the flexibility to dedicate time for sports. As income increases, the opportunity cost of time also goes up which leads to both an income effect and a substitution effect that influence behavior in opposite ways

Table 7. Time spent on academic activities

Time spent on academic-related activities (e.g., classes, studying, homeworks, school projects) *In hours	Total Frequency (n = 71) *Number of student-athlete graduate respondents	% of Total
5 - 10 hours	13	18.3%
11 - 13 hours	3	4.2%
14 -16 hours	32	45.1%

17 - 20 hours	14	19.7%
24 - 40 hours	8	11.3%

Table #7 shows the amount of time the student-athlete graduates from San Beda University spent doing academic-related activities such as going to classes, studying, doing homework, completing school projects, etc. According to the findings, the majority of the respondents spent around 14 hours per week doing their academic duties (19.7%), this is followed by 18.3% of those who spent 16 hours weekly in doing academic related tasks. Furthermore, this suggests that most of these student-athletes allocate approximately 2 to 3 hours per day for their studies. Whilst a smaller portion of the respondents are reported to be spending only 10 hours or less weekly, which could possibly mean that their sport requires heavier load, they have more efficient study habits or they just don't take their studies seriously as much as they do in their respective sports. However, a few respondents did report to be spending over 30 hours in a week which shows that these athletes are more engaged in a more intensive academic work. Overall, the data collected shows that the San Beda student-athlete graduates generally maintain a balanced and reasonable amount of time in their academic work all while they are balancing their time as athletes too.

Table 8. Time spent on sports/training activities

Time spent on sports-related activities (e.g., team practicum, gym work, competition, etc.) <i>*In hours</i>	Total Frequence (n = 71) <i>*Number of student-athlete graduate respondents</i>	% of Total
8 - 10 hours	17	23.94%
11 - 13 hours	25	35.21%
14 - 16 hours	18	25.35%

18 - 40 hours

11

15.49%

Table #8 shows the time student-athlete graduates spent on sports related activities like practice, gym work, competitions, etc. in a week. 23 out of 71 (32.4%) responded have spent 12-13 hours per week on sports, which indicated a moderate but consistent athletic commitment. Smaller groups are reported to be spending about 16 hours (8.5%), 8 hours (5.6%) and even 20 to 24 hours (4.2% each). All in all, the results show that most of the student-athlete graduates maintained a balanced athletic routine and that even though sports were an important part of their daily schedule, the majority did not overextend their time commitment which allows them to balance their athlete life with their student life.

Table 9. General Weighted Average (GWA) upon graduation

General Weighted Average (GWA) upon graduation	Total Frequency (n = 71)	% of Total
<i>*Number of student-athlete graduate respondents</i>		
1.00 - 1.25	14	19.7%
1.26 - 1.50	35	49.3%
1.51 - 1.75	12	16.9%
1.76 - 2.00	8	11.3%
2.01 - 2.50	1	1.4%
2.51 - 3.00	1	1.4%

Fascinatingly, the table above which shows the General Weighted Average (GWA) of the student-athlete graduates upon graduation states that a large portion of the respondents (49.3%) obtained a GWA ranging from 1.26 to 1.50 which is a good academic standing.

Followed by 19.7% who achieved an excellent GWA between 1.00 to 1.25. Only a small portion of these graduates were between 1.51 to 1.75 and 1.76 to 2.00 which is still a satisfactory performance (16.9% and 11.3% respectively). Though one respondent each (1.4%) answered that they received a grade between the 2.01-2.50 range and 2.51 to 3.00 range.

In comparison with Table 7 (time spent on academic activities), the student athlete graduate respondents answered showed that they did moderately balance their time with their academic responsibilities even if sports were a big part of their college lives they still did not overextend their times and maintained a balanced student-athlete life. Although the study of Petrolia (2022) states that student-athletes tend to have lower levels of career development and adaptability. When it comes to their commitment to being athletes they may have the tendency of neglecting their academic and career planning which results in them being less prepared for the workforce. However, the results above show the opposite since the majority of the student-athlete graduates graduated with satisfactory to excellent General Weighted Averages (GWA), this suggests that these student-athletes can break the stereotype and actually graduate with good grades that may help them with their employability.

Employment Profile

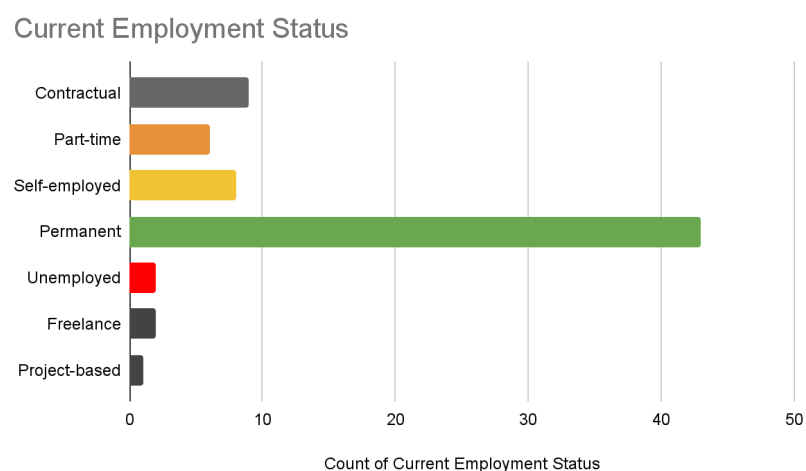


Figure 11: Chart of Current Employment Status of graduate respondents.

Impressively enough, the table above shows that the majority of the student-athlete graduates (62%) are permanently employed which signifies that most of them have successfully transitioned into stable and secure positions in their choice of industry. Meanwhile, a smaller portion are contractual (12.7%), part-time (8.5%), and self-employed (11.3%), through these results, it indicates that there is a diversity of employment. A small portion are the freelancers (2.8%), project-based employees (1.4%), and unemployed individuals (1.4%) just proves that there is a relatively low unemployment rate among these student-athlete graduates.

Nature of Employment

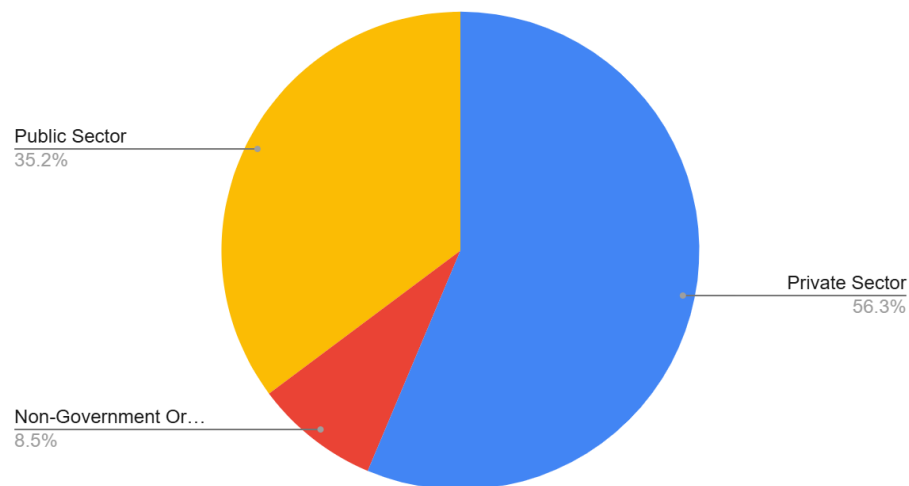


Figure 12: Pie Chart of the Nature of Employment of graduate respondents.

As for the nature of employment, most responded to be in the private sector (56.3%), due to the fact that most student-athletes are considered competitive then they are more drawn to corporate environments especially those that value performance-driven mindsets and teamwork. This arguably consistent with the findings of Lowden, Hall, Elliot and Lewin (2011) mentioned in Chapter 2 that some of the identified graduate skills and attributes that are valued by employers and it was mentioned that teamwork and problem solving are some of the important attributes that are mostly developed through sports. Furthermore. Some are working in the public sector (35.2%) which implies that many of these student-athlete

graduates may have found fulfillment in working for the government or public service, wherein leadership is mostly needed. As said by Pieringer (2024) some of the soft skills developed through sports included leadership development because some of the important life and professional skills are mostly derived from the leadership skills gained on the field. Lastly, a portion are also in the NGOs sector (8.5%) which suggests a commitment to social development and advocacy for the work they do.

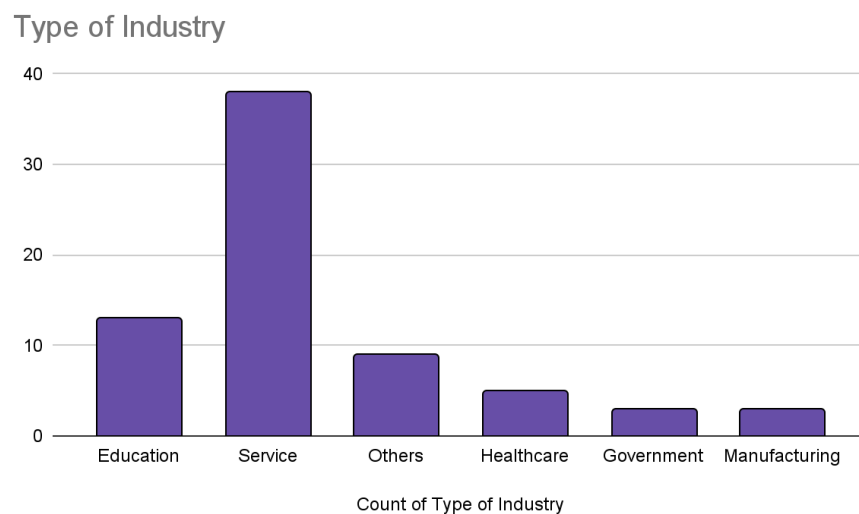


Figure 13: Histogram of the Type of Industry the respondents are in.

Notably, the service industry dominated the results with 40.8% of the student-athlete graduate respondents, specifically this industry includes business services, sports, hospitality and communications, fields that mostly require their employees to have good interpersonal skills. Robin's Resumes (2015) states that today's employers mostly value employees who have non-technical skills, one of which includes having good interpersonal skills, these types of skills are mostly developed through being an athlete. The results are followed by the education sector (23.9%) wherein it includes jobs like teaching, coaching or managing a team, these types of careers are the ones that allow them to give back to their respective communities by teaching, coaching or mentoring the next generation of student-athletes of their sport. There is also a portion of student-athlete graduates in the healthcare (8.5%) and

government (5.6%) whilst the remaining 16.9% in other industries could signify that some of the student-athlete graduates went out of their way to pursue different fields displaying adaptability and openness to different careers.

Table 10. Job Profile

Job Profile	Total Frequency (n = 71)	% of Total
<i>*Number of student-athlete graduate respondents</i>		
CURRENT MONTHLY INCOME		
Below 20,000	7	9.9%
20,001 - 40,000	15	21.1%
40,001 - 60,000	28	39.4%
60,001 - 80,000	16	22.5%
Above 80,000	5	7.1%
YEARS OF EMPLOYMENT SINCE GRADUATION		
Less than 1 year	2	2.8%
1-2 years	6	8.5%
3-5 years	25	35.2%
More than 5 years	38	53.5%
JOB RELATION TO COLLEGE DEGREE		
Yes	58	81.7%
No	13	18.3%

Regarding the current monthly income, it is evident that majority of the respondents (39.4%) are earning between ₱40,001 to ₱60,000, followed by the ₱60,001 to ₱80,000 range with 22.5% indicating that most of the student-athlete graduate respondents have attained a

moderate to high income bracket. A relatively small portion, however, are earning below ₱20,000 (9.9%) and above ₱80,000 (7%). Majority are in the middle-income earners and this results indicates that the graduates have secured successful jobs that offer reasonable and competitive income.

The years of employment since graduation reveals a positive employability outcome and that the student-athlete graduates have stable careers. Impressively, more than half the respondents (53.5%) have been employed for more than five (5) years, while the 35.2% are employed for 3-5 years. A small portion of the respondents are said to be only employed for 1-2 years (8.5%) and those that are only employed for less than a year (2.8%) due to the fact that some of the respondents are recent graduates.

In terms of their job relevance to their college degree, it shows that the majority (81.7%) of the student-athlete graduate respondents are currently employed in jobs or positions that are related to their degrees in college, while the 18.3% portion are working in fields unrelated to their degree. It can be said that most of the graduates were able to apply to jobs that could utilize their college degree education which could mean that their respective programs provided relevant skills needed for their jobs.

Responses on perceived non-technical skills developed through sports

Note: 4- Strongly Agree, 3- Agree, 2- Disagree, 1-Strongly Disagree

Table 11. Leadership development

Items	Weighted Mean	Interpretation
My athletic experience improved my leadership	3.81	Strongly Agree

abilities.		
I feel confident guiding others in the workplace.	3.69	Strongly Agree
I am comfortable motivating and influencing others toward a common goal.	3.69	Strongly Agree
Total Weighted mean:	3.73	

The table shows that the first statement “*My athletic experience improved my leadership abilities.*” has obtained the highest weighted mean out of the three statements which gained a mean of 3.81. This indicates that most student-athlete graduates strongly agree that their involvement in sports has greatly enhanced their leadership skills. Through sports, it has provided valuable opportunities that allowed them to take initiative, to make decisions and to guide their co-workers/teammates. With the help of their experiences like practices with their team, competitions, etc. these helped them to develop the needed confidence and ability to influence the people surrounding them towards a certain goal. Thus, this proves that their experience as student-athletes is an effective training ground for leadership that will allow them to bring into their life after sports.

Table 12. Teamwork Skills

Items	Weighted Mean	Interpretation
Participating in sports enhance my ability to	3.66	Strongly Agree

work effectively in teams.		
I value collaboration and respect the roles of others in a team.	3.58	Strongly Agree
I can adjust my role in a group depending on what the situation requires.	3.63	Strongly Agree
Total Weighted Mean:	3.62	

The statement “*Participating in sports enhance my ability to work effectively in teams*” has gained the highest weighted mean of 3.66, this means that most of the student-athlete graduate respondents strongly agree that participation in sports significantly developed their teamwork skills. The results suggest that being part of a team has allowed them to experience cooperation and shared responsibility with their constant interaction with their fellow teammates, they learned how to adapt into the dynamic of their team and to work toward a collective goal. Therefore, their sports involvement really played a vital role in their effectiveness and adaptability as team members up until their professional careers.

Table 13. Time Management

Items	Weighted Mean	Interpretation
I can balance multiple tasks effectively because of my student-athlete experience.	3.68	Strongly Agree

I can meet deadlines without sacrificing the quality of my output.	3.61	Strongly Agree
I manage my time well between personal, professional, and other responsibilities.	3.58	Strongly Agree
Total Weighted Mean:	3.62	

Table 13 shows that the statement “*I can balance multiple tasks effectively because of student-athlete experience.*” has the highest weighted mean with a total of 3.68 meaning that most of the student-athlete graduate respondents strongly agree with it. Their unique experiences as student-athletes greatly amplified their ability to handle different responsibilities at the same time because as early as during their college years they’ve already experienced the need to balance their time with their academic responsibilities, to their training and also their competitions. With this constant demand of their time schedule, it enabled them to develop strong organizational and prioritization skills. Student-athletes learned how to effectively allocate their time and to adjust to different commitments without compromising their performance in academics and sports. This unique ability to multitask has been effective to their employability and work skill because it demonstrates discipline and efficiency which are important qualities in the labor force.

Table 14. Problem Solving

Items		
	Weighted Mean	Interpretation
Sports trained me to analyze situations and solve problems under pressure.	3.72	Strongly Agree
I am effective in finding solutions to challenges at work.	3.68	Strongly Agree

I can think critically before making decisions.	3.66	Strongly Agree
I remain calm and resourceful when unexpected problems arise.	3.58	Strongly Agree
Total Weighted Mean:	3.66	

The statement “*Sports trained me to analyze situations and solve problems under pressure.*” got the highest weighted mean of 3.72 (Strongly Agree). This indicates that the experiences of these student-athlete graduates enhanced their ability to solve problems given to them especially in situations where the pressure is intense. With the help of sports, they have faced time-sensitive and also unpredictable challenges that require them to think quickly, to adapt efficiently and to remain composed above all else. These experiences of theirs helped them to develop the capability to make sound judgements even under extreme stress. These qualities are valuable in the workplace wherein they are needed to assess situations, remain calm and to come up with effective solutions.

Table 15. Good Interpersonal and Communication Skills

Items	Weighted Mean	Interpretation
I communicate clearly and confidently with colleagues.	3.65	Strongly Agree
Sports improved my interpersonal relationships.	3.65	Strongly Agree
I listen actively and respect others’ perspectives.	3.63	Strongly Agree
I can express my ideas effectively in both written and spoken	3.54	Strongly Agree

forms.

Total Weighted Mean:	3.62
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For table 15 there was a tie between the statements *“I communicate clearly and effectively with colleagues.”* and *“Sports improved my interpersonal relationships.”* both receiving the highest weighted mean of 3.65. Through constant interaction with different people among their respective sports, these student-athletes have developed and enhanced their communication and social interaction skills. They were able to convey messages effectively and build positive relationships among their coaches and peers. With this, it has allowed them to develop their self confidence to be able to express themselves and at the same time strengthen their ability to connect and to collaborate now with their workmates.

Table 16. Self-Management

Items	Weighted Mean	Interpretation
I can work independently with minimal supervision.	3.79	Strongly Agree
I am disciplined and goal-oriented in my professional life.	3.66	Strongly Agree
I manage stress and challenges in a positive and constructive way.	3.63	Strongly Agree
Total Weighted Mean:	3.69	

“I can work independently with minimal supervision” gained the highest weighted mean of 3.79, this states that respondents strongly agree that their experience as student-athletes helped in strengthening their independence and self discipline. The many

years of balancing academics, training and competitions helped them develop their sense of initiative and responsibility. Their years worth of exposure built routines and expectations in sports which most likely trained them to manage tasks effectively and efficiently without heavily relying on others. This high rating just states that their ability to own up to their actions, maintain their focus, and perform effectively above all even when they are not guided all the time is an essential trait in their professional careers.

Table 17. Transferable Athletic Skills

Items		
	Weighted Mean	Interpretation
My sports experience improved my time management.	3.72	Strongly Agree
I developed discipline and perseverance from being a student-athlete.	3.66	Strongly Agree
I work well in teams because of my athletic training.	3.75	Strongly Agree
I perform well under pressure and tight deadlines.	3.66	Strongly Agree
I adapt quickly to new tasks or environments.	3.70	Strongly Agree
Total Weighted Mean:	3.70	

For Table 17, the statement “*I work well in teams because of my athletic training*” has obtained the highest weighted mean with a total of 3.75, which suggests that teamwork is indeed one of the most vital transferable skills that a student-athlete can gain through their participation in sports. The fact that student-athletes consistently interact and collaborate with

their respective teammates, coaches, fellow athletes, etc. they developed their sense of communication, leadership skills, and coordination. With the help of these experiences, they were able to gain adaptability, to respect other people's roles, and a shared sense of purpose and goals amongst their peers. These said qualities can be highly valuable in their professional careers where both teamwork and cooperation are essential to be successful.

Table 18. Academic Preparation

Items	Weighted Mean	Interpretation
My coursework prepared me to perform tasks required in my job.	3.72	Strongly Agree
I can apply what I learned in my program to real workplace problems.	3.65	Strongly Agree
My program improved my analytical/problem-solving ability.	3.63	Strongly Agree
I have the communication skills needed at work.	3.66	Strongly Agree
Total Weighted Mean:	3.67	

Table 18 shows that the statement “*My coursework prepared me to perform tasks required in my job.*” with the weighted mean of 3.72 which argues that the student-athlete graduate respondents’ academic preparation did play a significant role in equipping them with the necessary practical skills and knowledge needed in their respective jobs. Meaning that San Beda University’s curriculum effectively integrates both theoretical learning with real-life applications which were able to help student-athletes to transition smoothly into the workforce. This also reflects how academic programs can successfully balance athletic commitments while being diligent and patient with their academic responsibilities, ensuring

that the student-athlete graduates are competent and confident enough to fulfill and succeed in their respective professional careers.

Table 19. Perceived Influence on Collegiate Sports on Employability

Items	Weighted Mean	Interpretation
My experience as a student-athlete made me more confident in job interviews.	3.70	Strongly Agree
Employers have recognized or valued my background as a student-athlete.	3.61	Strongly Agree
Being a student-athlete helped me build a strong professional network.	3.77	Strongly Agree
My sports involvement helped me secure my current job.	3.61	Strongly Agree
Balancing sports and academics gave me a competitive edge in the workplace.	3.75	Strongly Agree
Total Weighted Mean:	3.69	

Item 3– *“Being a student-athlete helped me build a strong professional network.”*

garnered the highest weighted mean of 3.77 which shows that the connections and relationships that the student-athlete graduate respondents formed through collegiate sports contributed greatly to their employability. This implies that student-athletes benefit from wide social and professional exposure, which can open doors for career opportunities after their graduation. Furthermore, the 5th statement *“Balancing sports and academics gave me a*

competitive edge in the workplace.” (3.75) further enhanced their competitiveness in the workplace. All in all, the results above highlight how their participation in sports not only shapes their character and confidence but also provides valuable social capital that supports their professional growth.

Table 20. Ordinary Least Squares (Linear Regression)

Predictor	Estimate (B)	Std. Error	t-value	Pr(> t)
Leadership Development	-0.09123	0.05736	-1.591	0.1169
Teamwork Skills	0.08415	0.06601	1.275	0.2072
Time Management	-0.02654	0.06107	-0.435	0.6654
Problem Solving	0.28926	0.06444	4.489	3.24e-05***
Good Interpersonal and Communication Skills	0.08994	0.06565	1.370	0.1757
Self-Management	-0.02110	0.05976	-0.353	0.7252
Transferable Athletic Skills	-0.22452	0.08751	-2.566	0.0128*
Academic Preparation	0.02856	0.07751	0.368	0.7138
Perceived Influence on Collegiate Sports on Employability	-0.03229	0.06920	-0.467	0.6424

Note: 0 “****” 0.001 “**” 0.01 “*” 0.05 “.” 0.1 “” 1

Table 20, the multiple linear regression examined the extent in which various competencies for employability of the student-athlete graduate respondents. Among the nine different predictors in the model above, the predictor *Problem Solving* has the strongest and only highly significant positive predictor ($B = 0.28926$, $t = 4.489$, $p < .001$). This suggests that graduates who have stronger problem solving skills tend to have higher employability outcomes. The coefficient’s magnitude states that improvements in problem-solving skills are

linked to a significant rise in employability ratings, emphasizing this capacity as a crucial component of a successful employment for the student-athlete graduates.

Moreover, another significant predictor in the regression is the *Transferable Athletic Skills*, it showed a negative but statistically significant effect ($B = -0.22452$, $t = -2.566$, $p = .0128$). This suggests that self-rated transferable athletic skills were associated with lower employability outcomes. This unexpected result may indicate that employers value interpersonal and cognitive skills more than athletic ones, or that student-athletes who rely mostly on athletic skills sets may have trouble converting these into workplace specific competencies.

As for the remaining predictors (*Leadership Development*, *Teamwork Skills*, *Time Management*, *Good Interpersonal and Communication Skills*, *Self Management*, *Academic Preparation*, and *Perceived Influence of Collegiate Sports on Employability*), all yielded coefficients that are not significant ($p > .05$). Despite having positive coefficients, some variables like interpersonal and communication skills and teamwork skills did not statistically contribute to the model's prediction of employability. This suggests that these competencies do not independently account for variations in employability.

Statistic	Value
Observations	71
Residual standard error	0.1394
R-squared	0.3904
Adjusted R-squared	0.3005
F-statistic	4.341
p-value	0.0002128

Overall, the results of the regression model shows that the nine (9) predictors all have a meaningful effect on employability of the student-athlete graduates. With 71 observations,

the model produced a residual standard error of 0.1394, which indicates that the predicted score of employability closely aligns with the actual values. Furthermore, the R-squared value with 0.3904 indicates that 39.04% of the variance in employability can be explained by the combined competencies included in the model, whilst the adjusted R-squared of 0.3005 reflects that 30.05% of the variance still remains reliably explained even after accounting for the number of predictors. Significantly, the F-statistic of the model with 4.341 paired with a p-value = 0.0002128, states that the regression model as a whole is statistically significant. This means that even though not all the predictors were significant on their own, the set of competencies collectively serves as a strong predictor of employability among the student-athlete graduates of San Beda University.

Table 21. VIF Values

Independent Variables	VIF
Leadership Development	1.07
Teamwork Skills	1.19
Time Management	1.08
Problem Solving	1.13
Good Interpersonal and Communication Skills	1.19
Self-Management	1.09
Transferable Athletic Skills	1.10
Academic Preparation	1.39
Perceived Influence on Collegiate Sports on Employability	1.10

The low values of the VIF supports the validity of the OLS regression results, which confirms that multicollinearity is not present among the nine (9) predictors. Due to the fact that all VIF values fall between 1.07 and 1.39 which are well below the acceptable

thresholds, each competency contributes independently in explaining employability. This just strengthens the interpretation of the OLS coefficients, indicating that the non-significant and significant predictors in the model are not caused by overlapping or redundant variables. In other words, the findings of the OLS regression reflects the true relationship between the competencies of the student-athletes and their employability, rather than being distorted by correlation among the predictors. Along with the significant F-statistic from the OLS regression, the low VIF values further confirm that the model is statistically appropriate in drawing conclusions.

Table 22. Shapiro-Wilk Normality Test

Shapiro-Wilk Normality Test		
Normality Test	W = 0.74362	p-value = 8.236e-10

Table 22 shows the results of the Shapiro-Wilk Normality Test ($W = 0.74362$, $p\text{-value} = 8.236e-10$) which indicates that the data significantly deviates from a normal distribution. Because the $p\text{-value}$ is far below the 0.05 level of significance, the null hypothesis of normality is rejected. This suggests that the distribution of answers on the student-athlete graduates of San Beda University's employability is not regularly shaped and may be skewed or clustered around particular values. Since it may support the use of non-parametric techniques or cautious interpretation of parametric data, the lack of normality should be recognized in statistical analysis of the study.

Table 23. Durbin Watson Autocorrelation Test

Durbin Watson Autocorrelation Test		
Autocorrelation	DW = 1.706059	p-value = 0.214

On the other hand, the Durbin-Watson Autocorrelation Test yielded a value of DW = 1.706059 with a p-value of 0.214, this states that there is no significant autocorrelation in the regression residuals. Since the p-value exceeds the 0.05 threshold, the null hypothesis of no autocorrelation will be retained and the DW statistic (being close to the ideal value of 2) further supports the conclusion. This means that the errors in the regression model do not follow a pattern and that the independence of the residuals assumption has been met.

Table 24. Pearson Correlation Test

Variables	t	df	p-value	Confidence level	cor	Interpretation
Leadership Development	-1.28	69	0.205	95%	0.1522	Not significant
Teamwork Skills	0.65	69	0.521	95%	0.0774	Not significant
Time Management	-0.236	69	0.814	95%	-0.0284	Not significant
Problem Solving	5.020	69	3.858e-06	95%	0.517	Highly significant
Good Interpersonal and Communication Skills	2.035	69	0.046	95%	0.238	Significant but weak
Self-Management	-0.679	69	0.499	95%	-0.081	Not significant
Transferable Athletic Skills	-2.226	69	0.0292	95%	-0.259	Significant but weak

Academic Preparation	0.228	69	0.820	95%	0.027	Not significant,
Perceived Influence on Collegiate Sports on Employability	0.494	69	0.623	95%	0.0593	Not significant

The Pearson Correlation test above shows that among all the variables for employability, *problem solving skills* appeared to have the strongest predictor for employability, which may suggest that employers think highly of graduates who can think critically, be able to analyze situations in a stressful environment and come up with effective solutions, these skills are often developed through academic and athletic experiences. There was also a significant but weaker relationship found in the data for *Good Interpersonal and Communication Skills* which correlates with existing research literature about the importance of teamwork and proper collaboration needed to secure employment. Interestingly, *Transferable Athletic Skills* revealed to have a weak but negative relationship with employability, suggesting that even though athletic experiences provide the discipline and resilience, the student-athlete graduates may not have always perceived these qualities as something that can be applied in the workplace, or the employers may prioritize more job-specific competencies. The lack of significant relationships for the other variables just suggests that although these are beneficial to holistic development for the graduates, it may not have actually influenced immediate employability outcomes for this specific population. Overall, the results suggest that employers value graduates who have strong cognitive and interpersonal skills rather than purely athletic or general development skills, highlighting the importance of integrating skill-building programs that can enhance problem-solving and communication skills in student-athlete development initiatives.

t-test/ANOVA**Table 25. Employability vs Gender**

Variables	N	Mean
Male	34	0.9705882
Female	35	0.9714286
Statistics		
t = 0.020494	df = 66.871	p-value = 0.9837

The results above show that males with a total of 34 respondents and a mean of 0.9706 as well as females with 35 respondents and a mean of 0.9714 have nearly similar employability mean scores. The t-value (0.0205) with a degree of freedom of 66.87 yields a p-value equaling 0.9837, which is far from the 0.05 significance level. This means that there is no statistically significant difference in employability when it comes to the gender of the student-athlete graduate respondents. Suggesting that gender does not have anything to do with their employability, the skills that they have developed with being student-athletes like leadership development, teamwork skills, problem solving skills, etc. seem to matter more than their gender.

Table 26. Employability by Sport Played during College

	df	Sum of squares	Mean square	F-value	p-value
Sport Played in College	10	0.2103	0.02103	0.728	0.695
Residuals	60	1.7333	0.02889		

The result of the one-way ANOVA which assessed the variation in employability scores among the different 11 sports in San Beda University yielded an F-value of 0.728 with

a p-value of 0.695, which states that that there is no significant difference in employability among the student-athlete graduate respondents based on the sport they participated during their college days.

With these results, it suggests that participation in different varsity sports does not create meaningful disparities in the employability outcome of the student-athlete graduate respondents. Regardless of the sport they played, be it individual sports such as athletics/swimming or team sports like basketball, volleyball, football, etc. the competency developed through their involvement in sports appears to be relatively homogenous. These findings align with the study of Clark & Parette (2021) in which it states that athletic participation fosters a shared set of transferable skills that enhance employability not relating to the type of sport they played during their respective playing years. Moreover, the study showed that attributes such as discipline, time management, resilience, goal setting and teamwork are embedded in most athletes which could explain why employability outcomes are consistent across the different sports since most student-athletes are exposed to being pressured, having to balance both their academic responsibilities with their sports and team dynamics.

Table 27. Employability by Undergraduate Course

	df	Sum of squares	Mean square	F-value	p-value
Undergraduate Course	11	0.2651	0.02410	0.847	0.595
Residuals	59	1.6786	0.02845		

The ANOVA test which examined employability across 12 different undergraduate courses produced an F-value of 0.847 and a p-value of 0.595, which also states that there is no statistically significant effect in employability scores among the different academic

programs. The results indicate that the undergraduate course pursued by the student-athlete graduate respondents does not have a significant influence on their post graduation employability. Whether they took up business, psychology, finance, or other programs, their employability remained comparable. The results can be connected to the Human Capital Theory which states that employability can be shaped more strongly through an individual's experiences, behaviors and non-technical skills than by the program-specific academic knowledge (Becker, 1993). As for this certain demographic (student-athletes) they are more likely to accumulate unique human capital advantages due to the fact that they were more exposed to high pressure environments that could help develop their discipline, problem-solving skills and communication skills.

Table 28. Chi-Square

Gender vs Sport Played in College		
X-squared = 16.121	df = 20	p-value = 0.7091

The chi-square test shows that there is no significant relationship between gender and the sport played by student-athletes. Although there may be times that sport can show gendered patterns when it comes to participation at the competitive level, the results above show that within the athletic program of San Beda University, male and female athletes are distributed across sports in a statistically comparable way. Again, gender has no determining effect on which sport athletes play in.

Gender vs Undergraduate Course		
X-squared = 14.111	df = 22	p-value = 0.8975

The second chi-square test shows that gender is not significantly connected with the undergraduate course program chosen by the student-athlete graduates. The p-value (0.8975) suggests a stronger lack of association compared with the first chi-square test. Meaning that male and female athletes enroll across different academic programs in similar proportions, with no course showing gender dominance or exclusion. This implies that the decision making of the student-athletes is not influenced by gendered preferences or constraints and that both male and female athletes are interested to pursue a wide range of academic paths, from business to arts and sciences.

Table 29. Test of Hypothesis

Hypothesis	Decision	Interpretation
H_{o_1} : Participation in sports does not significantly influence the employability of the student-athlete graduates of San Beda University	Accept	Sport played does not influence employability.
H_{o_2} : Socio-eco-demographic characteristics– such as age, gender, course/program, year graduated, and sport played– do not significantly	Accept	Demographic factors do not influence employability.

influence the employability of the student-athlete graduates of San Beda University.		
Ho_3 : Non-technical skills developed through sports have no significant influence on the employability of the student-athlete graduates of San Beda University.	Partially Reject	Only specific non-technical skills (problem- solving, good interpersonal and communication skills and transferable athletic skills) influence employability.
Ho_4 : Participation in sports is not perceived by graduates as having a significant impact on their employability.	Accept	Perceived influence of sports is not significantly related to actual employability.

The results of the hypothesis testing shows that the employability of the student-athlete graduates of San Beda University is not influenced or correlated by demographic characteristics or by the type of sport they played during their college years, rather it is shaped by selected non-technical skills that are developed through sports participation. Ho_1 and Ho_2 show non-significant results among the different tests like t-tests, ANOVA, and chi-square tests, which suggests that gender, undergraduate course, ear

graduated, and sport played during college do not create meaningful differences in the employability outcomes of the student-athlete graduate respondents. Although a study by Griffiths et al. (2020, p. 333) stated that a student's family or personal income play a big role in their motivation to join sports and that the connection between income and sports participation found a clear cause-and-effect relationship with each other, this particular demographic did not their socio-economic status affect their employability outcome.

In contrast, H_{o3} is partially rejected because only *problem solving skills*, *good interpersonal and communication skills*, and *transferable athletic skills* were the only predictors to significantly influence employability. Out of all the predictors, problem solving skills appeared to be the strongest predictor, highlighting its importance in the workplace setting. These results show that employability is driven by specific high-impact competencies rather than by the full range of skills associated with athletic involvement. The negative but significant effect of transferable athletic skills, however, states that not every perceived athletic skill translates directly to employability, acknowledging the gap between athletic experiences and expectations in the professional setting. These findings are similar to the study of Lowden, Hall, Elliot and Lewin (2011) in which they found that some of the attributes that are valued by employers include problem solving and good interpersonal and communication skills, these are some of the skills that can be acquired through sports participation. They also claim that students who participate in sports have a higher chance of finding employment than those who do not.

Lastly, H_{o4} was accepted because the perception of the student-athlete graduate respondents on how sports influenced their employability did not significantly correlate with their actual employability scores. This suggests that while student-athletes may perceive that sports shaped their development, subjective perceptions do not necessarily predict measurable employability outcomes.

CHAPTER VI

Conclusions and Recommendations

This whole study assessed the employability of the student-athlete graduates of San Beda University by examining their socio-economic-demographic profiles, academic and athletic profiles, non-technical skills that were developed through sports, and lastly, their perceived influence on employability. With the use of various tests such as descriptive statistics, correlation analysis, ANOVA, chi-square tests, and multiple linear regression, numerous key conclusions and recommendations were found.

Firstly, although the descriptive results of the study indicated that the student-athlete graduate respondents generally perceived all the nine (9) key competencies for employability as positive in contributing their employability, the inferential analysis revealed a more nuanced pattern. An evident high mean scores across the predictors suggest that the student-athlete graduate respondents believed that leadership skills, teamwork, time management, self-management, academic preparation and athletic experience all enhance their employability. However, the results of the Pearson correlation analysis stated that only problem solving skills, interpersonal and communication skills, and transferable athletic skills showed statistically significant relationships with employability. This discrepancy highlights an important difference between perceived influence and measurable association. Using perception-based rating reflects the graduates' subjective beliefs on the value of these different skills, but the correlation analysis showed actual patterns of covariation between competencies and employability outcomes. The findings then suggest that while graduates may view all these competencies beneficial on their employability outcome, only certain skills, specifically problem solving and interpersonal communication showed a consistent and quantifiable link to employability.

Secondly, the findings proved that employability is not significantly affected by socio-economic-demographic factors. After the different tests conducted, variables like age, gender, undergraduate program, year of graduation, family income, type of family support, sport played, and academic/athletic time allocation did not significantly affect the student-athlete graduates' employability outcomes. Moreover, this suggests that these student-athlete graduates enter the workforce on a relatively level playing field, wherein employability is not determined by a person's background or athletic affiliation. In the perspective of human capital, this reinforces the idea that demographic factors function as non-differentiating factors in contemporary workforce settings, specifically when graduates possess similar levels of education and general competencies.

Enhance Career Preparation Programs for Student-Athletes

Employability can be seen as the connecting point between an athlete's sports career and their educational or professional journey (B-WISER, 2018). For this particular group of people, employability is said to be an ongoing concern through their career in sports. This is because of the unstable nature of contracts in this industry. It is difficult to find flexible jobs that can fit around their training and competition schedules, and of course, the added challenge of needing to find work opportunities especially after being injured. Moreover, female athletes also face challenges, specifically when they get pregnant (Gozoli, Palumbo, & Zanolli, 2023). In order to ensure that the student-athlete graduates transition into the labor market, San Beda University must implement a more structured and comprehensive career preparation program specifically tailored to the demands, schedules, and career realities of student athletes. Since out of all the challenges that they go through, retirement is one of the toughest they would have to do, because at some point, every athlete would reach this point and this process could be complex, deeply personal and different for everyone (Stambulova, et. al., 2021). Unlike for normal students, athletes often experience limited availability when

it comes to internships, attending job fairs in school and other career building activities due to their athletic commitments. Hopefully, with the help of the Athletics office, they could help in making this possible. They must institutionalize career development initiatives that will accommodate these constraints. These may include (1) career counselling sessions, (2) resume writing workshops, (3) enhancing interview skills. By making these initiatives possible then San Beda University can better equip its student-athletes with the necessary competencies, exposure, and job competencies that these student-athletes will need in their professional careers.

Teach Student-Athletes How to Market their Skills

It is evident that many student-athletes have strong qualities such as discipline, teamwork, leadership, and problem-solving skills, however, they mostly struggle to express these in a way employers would understand. This is similar to the study of Pazur et. al (2022), where he stated that there is an existing disparity between the graduates' perceptions of the competencies they can supply and the employers' perceptions of the competencies they demand. In order for this gap to be addressed, San Beda University should create programs where they can help student-athletes translate their experiences in sports into relevant workplace skills. Because the university cannot demand for student-athletes to have reduced training time, they can show their support by offering the student-athletes with simple but flexible support such as easy-to-follow guidelines, brief orientations or seminars, and ready but helpful materials that they can use even after their playing years. Through this, the student-athletes can describe their sports experience in a professional way on their respective resumes or during interviews. Also, coaches can help them by attending seminars conducted by the university such as being team captain in a team or the ability to handle pressure during games can be seen as a valuable workplace skill. If the university can make this initiative

possible, then the student-athletes can confidently communicate their skills to employers without compromising their training commitments.

Provide Better Academic Support for Student-Athletes

Student-athletes are required to balance their demanding training schedules with their academic responsibilities, which is often stressful or could lead to difficulty in managing school requirements. The study of Petrolia (2022), indicates that student-athletes tend to have lower levels of career development and adaptability compared to non-athlete students because sometimes, their commitment to their athletic duties could lead to neglecting their academic and career planning which could lead to a less preparedness for the workforce. Similarly, Wang, Aman & Hooi (2021) also states that college athletes tend to spend less time on their professional cultural knowledge because they spend most of their time training and for competitions. In order for the university to support them better, San Beda University should provide regular tutoring sessions, peer monitoring and accessible academic consultations with their respective professors especially during their competition season. Student-athletes should feel safe when coordinating with their professors especially if they missed an activity due to a competition where they represent the name of the school to prevent them from having failed grades. When student-athletes travel for tournaments, professors should be more understanding especially when they are informed beforehand, online modules and extended deadlines should be made available for these student-athletes. These would ensure that athletes can stay on track academically despite their responsibilities with their sports, this could also be a reflection of the university's commitment to helping student-athletes succeed in both their sports and their studies.

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Appendices

Appendix 1.

Reliability Test: Cronbach's Alpha results

Descriptions	Values	
# of variables	35	
sum of the item variance	13.08111111	
variance of total scores	156.3689655	
cronbach's alpha	0.943295894	EXCELLENT

Appendix 2.

Consent Form and Survey Questionnaire

Assessing the Employability of the Student-Athlete Graduates of San Beda University

This study aims to assess the employability of the student-athlete graduates of San Beda University and at the same time understand how the experiences and non-technical skills gained as student-athletes have contributed to the employability and career outcomes of the graduates. The findings will be able to provide valuable insights that may help improve career support programs, athletic development, and academic services for future student-athletes.

In compliance with the **Data Privacy Act of 2012 (Republic Act No. 10173)**, please be assured that all information collected in this survey will be kept **strictly confidential**. Your responses will be used solely for research purposes and will not be shared with unauthorized parties.

* Indicates required question

INFORMED CONSENT FORM *

Your participation in the thesis study entitled "**Assessing the Employability of the Student-Athlete Graduates of San Beda University**" is completely voluntary. By agreeing with the terms below, you acknowledge that you:

1. Have read and understood the purpose of this study.
2. Understand that your participation is voluntary.
3. Consent to the collection and use of your responses for academic purposes, with full confidentiality assured.

For any questions or concerns, you may contact:
 Lauren T. Brillantes
 BS Economics and Public Policy
 2022-01244@sanbeda.edu.ph

Do you agree to participate in this study?

☐ Yes, I have read and understood the information above, and I voluntarily agree to participate.

☐ No, I do not wish to participate.

QUESTIONNAIRE:**Section 1: SOCIO-DEMOGRAPHIC, ECONOMIC, AND EMPLOYMENT PROFILE**

1. Age

- ☐ 24 to 30
- ☐ 31 to 37
- ☐ 38 to 44
- ☐ 45 and above

2. Gender

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

3. Undergraduate Course/Program: _____

4. Year Graduated in SBU: _____

5. Sport Played in College

- ☐ Basketball
- ☐ Volleyball
- ☐ Taekwondo
- ☐ Swimming
- ☐ Track and Field
- ☐ Badminton
- ☐ Lawn Tennis
- ☐ Table Tennis
- ☐ Chess

☐ Cheer Dance

6. Was your education supported by an athletic scholarship?

☐ Yes

If yes:

☐ Full Scholarship

☐ Partial Scholarship

☐ No

7. What was your family's estimated average monthly income during your college years?

☐ Below 10,000

☐ 10,001 - 20,000

☐ 20,001 - 40,000

☐ 40,001 - 60,000

☐ Above 60,000

8. In what ways did your family support you during your college years?

☐ Paid for full tuition and school fees

☐ Provided a weekly/monthly allowance

☐ Covered lodging/boarding/dormitory expenses

☐ Provided for food and daily necessities

☐ No family support received

☐ Others (please specify): _____

9. On average, how many hours per week did you spend on academic-related activities (e.g., classes, studying, homeworks, school projects)?

- _____ hours/week

10. On average, how many hours per week did you spend on sports or training activities
(e.g., team practicum gym work, competition)?

- _____ hours/week

11. What was your final General Weighted Average (GWA) upon graduation?

☐ 1.00 - 1.25

☐ 1.26 - 1.50

☐ 1.51 - 1.75

☐ 1.76 - 2.00

☐ 2.01 - 2.50

☐ 2.51 - 3.00

Section 2: EMPLOYMENT PROFILE

12. Current Employment Status

☐ Permanent

☐ Contractual

☐ Project-based

☐ Part-time

☐ Freelance

☐ Self-employed

☐ Unemployed

13. Nature of employment

☐ Public Sector

☐ Private Sector

☐ NGO

14. Type of Industry

- ☐ Service
- ☐ Manufacturing
- ☐ Education
- ☐ Healthcare
- ☐ Government
- ☐ Others (please specify): _____

15. Job Title/Position: _____

16. Current Monthly Income

- ☐ Below 20,000
- ☐ 20,001 - 40,000
- ☐ 40,001 - 60,000
- ☐ 60,001 - 80,000
- ☐ Above 80,000

17. How many years have you been employed since graduation?

- ☐ Less than 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ More than 5 years

18. Is your current job related to the degree you took during college?

- ☐ Yes
- ☐ No

LIKERT SCALE

Directions: For each of the following statements, please indicate the extent of your agreement by selecting the option that best reflects your perception. Use the scale below:

Rating Scale

1- Strongly Disagree: You completely disagree with the statement.

2- Disagree: You generally disagree with the statement.

3- Agree: You generally agree with the statement.

4- Strongly Agree: You completely agree with the statement.

Section 3:

NON-TECHNICAL SKILLS DEVELOPED THROUGH SPORTS

a. Leadership Development

	1	2	3	4
My athletic experience improved my leadership abilities.				
I feel confident guiding others in the workplace.				
I am comfortable motivating and influencing others toward a common goal.				

b. Teamwork Skills

	1	2	3	4
Participating in sports enhance my ability to work effectively in teams.				
I value collaboration and respect the roles of others in a team.				
I can adjust my role in a group depending on what the situation requires.				

c. Time Management

	1	2	3	4
I can balance multiple tasks effectively because of my student-athlete experience.				

I can meet deadlines without sacrificing the quality of my output.				
I manage my time well between personal, professional, and other responsibilities.				

d. Problem Solving

	1	2	3	4
Sports trained me to analyze situations and solve problems under pressure.				
I am effective in finding solutions to challenges at work.				
I can think critically before making decisions.				
I remain calm and resourceful when unexpected problems arise.				

e. Good Interpersonal and Communication Skills

	1	2	3	4
I communicate clearly and confidently with colleagues.				
Sports improved my interpersonal relationships.				
I listen actively and respect others' perspectives.				
I can express my ideas effectively in both written and spoken forms.				

f. Self Management

	1	2	3	4
I can work independently with minimal supervision.				
I am disciplined and goal-oriented in my professional life.				

I manage stress and challenges in a positive and constructive way.				
--	--	--	--	--

Section 4: TRANSFERABLE ATHLETIC SKILLS

	1	2	3	4
My sports experience improved my time management.				
I developed discipline and perseverance from being a student-athlete.				
I work well in teams because of my athletic training.				
I perform well under pressure and tight deadlines.				
I adapt quickly to new tasks or environments.				

Section 5: ACADEMIC PREPARATION

	1	2	3	4
My coursework prepared me to perform tasks required in my job.				
I can apply what I learned in my program to real workplace problems.				
My program improved my analytical/problem-solving ability.				
I have the communication skills needed at work.				

Section 6: PERCEIVED INFLUENCE OF COLLEGIATE SPORTS ON EMPLOYABILITY

	1	2	3	4
My experience as a student-athlete made me more confident in job interviews.				

Employers have recognized or valued my background as a student-athlete.				
Being a student-athlete helped me build a strong professional network.				
My sports involvement helped me secure my current job.				
Balancing sports and academics gave me a competitive edge in the workplace.				

Appendix 3.

Weighted Mean results

Leadership development

Items						
	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Interpretation
My athletic experience improved my leadership abilities.	60	9	2	0	3.81	Strongly Agree
I feel confident guiding others in the workplace.	51	18	2	0	3.69	Strongly Agree
I am comfortable motivating and influencing others toward a common goal.	51	18	2	0	3.69	Strongly Agree
Total Weighted mean:						3.73

Teamwork Skills

Items	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Interpretation
Participating in sports enhance my ability to work effectively in teams.	47	24	0	0	3.66	Strongly Agree
I value collaboration and respect the roles of others in a team.	41	30	0	0	3.58	Strongly Agree
I can adjust my role in a group depending on what the situation requires.	45	26	0	0	3.63	Strongly Agree

Time Management

Items	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Interpretation
I can balance multiple tasks effectively because of my student-athlete experience.	49	21	1	0	3.68	Strongly Agree
I can meet deadlines without sacrificing the quality of my output.	44	26	1	0	3.61	Strongly Agree
I manage my time well between personal, professional, and other	44	24	3	0	3.58	Strongly Agree

responsibilities.

Problem Solving

Items	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Interpretation
Sports trained me to analyze situations and solve problems under pressure.	51	20	0	0	3.72	Strongly Agree
I am effective in finding solutions to challenges at work.	49	21	1	0	3.68	Strongly Agree
I can think critically before making decisions.	48	22	1	0	3.66	Strongly Agree
I remain calm and resourceful when unexpected problems arise.	43	26	2	0	3.58	Strongly Agree

Good Interpersonal and Communication Skills

Items	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Interpretation
I communicate clearly and confidently with colleagues.	51	20	0	0	3.65	Strongly Agree
Sports improved my interpersonal relationships.	49	19	3	0	3.65	Strongly Agree
I listen actively and respect others' perspectives.	46	24	1	0	3.63	Strongly Agree

I can express my ideas effectively in both written and spoken forms.	40	29	2	0	3.54	Strongly Agree
--	----	----	---	---	------	-----------------------

Self-Management

Items	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Interpretation
I can work independently with minimal supervision.	56	15	0	0	3.79	Strongly Agree
I am disciplined and goal-oriented in my professional life.	47	24	0	0	3.66	Strongly Agree
I manage stress and challenges in a positive and constructive way.	45	26	0	0	3.63	Strongly Agree

Transferable Athletic Skills

Items	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Interpretation
My sports experience improved my time management.	51	20	0	0	3.72	Strongly Agree
I developed discipline and perseverance from being a student-athlete.	47	24	0	0	3.66	Strongly Agree
I work well in teams because of my athletic training.	53	18	0	0	3.75	Strongly Agree
I perform well under	49	20	2	0	3.66	Strongly

pressure and tight deadlines.

Agree

I adapt quickly to new tasks or environments.

51

19

1

0

3.70

Strongly Agree

Academic Preparation

Items	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Interpretation
My coursework prepared me to perform tasks required in my job.	52	18	1	0	3.72	Strongly Agree
I can apply what I learned in my program to real workplace problems.	47	23	1	0	3.65	Strongly Agree
My program improved my analytical/problem-solving ability.	46	24	1	0	3.63	Strongly Agree
I have the communication skills needed at work.	47	24	0	0	3.66	Strongly Agree

Perceived Influence on Collegiate Sports on Employability

Items	Strongly Disagree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Interpretation
My experience as a student-athlete made me more confident in job interviews.	53	15	3	0	3.70	Strongly Agree
Employers have recognized or valued my	44	26	1	0	3.61	Strongly Agree

background as a student-athlete.

Being a student-athlete helped me build a strong professional network.	55	16	0	0	3.77	Strongly Agree
My sports involvement helped me secure my current job.	49	17	4	1	3.61	Strongly Agree
Balancing sports and academics gave me a competitive edge in the workplace.	53	18	0	0	3.75	Strongly Agree

Appendix 4.

Ordinary Least Squares (Linear Regression)

Call:

```
lm(formula = Is_Employed ~ LD_mean + TS_mean + TM_mean + PS_mean +
    GC_mean + SM_mean + TAS_mean + AP_mean + P_mean, data = data)
```

Residuals:

	Min	1Q	Median	3Q	Max
	-0.73173	-0.04835	0.00826	0.06507	0.21514

Coefficients:

	Estimate	Std. Error	t value	Pr(> t)
(Intercept)	0.62787	0.73574	0.853	0.3968
LD_mean	-0.09123	0.05736	-1.591	0.1169
TS_mean	0.08415	0.06601	1.275	0.2072
TM_mean	-0.02654	0.06107	-0.435	0.6654
PS_mean	0.28926	0.06444	4.489	3.24e-05 ***
GC_mean	0.08994	0.06565	1.370	0.1757
SM_mean	-0.02110	0.05976	-0.353	0.7252
TAS_mean	-0.22452	0.08751	-2.566	0.0128 *
AP_mean	0.02856	0.07751	0.368	0.7138
P_mean	-0.03229	0.06920	-0.467	0.6424

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.1394 on 61 degrees of freedom

Multiple R-squared: 0.3904, Adjusted R-squared: 0.3005

F-statistic: 4.341 on 9 and 61 DF, p-value: 0.0002128

Appendix 5.

VIF Model

```
install.packages("car") # Install the car package if not already installed
library(car)           # Load the car package
vif(model)
```

Installing package into '/usr/local/lib/R/site-library'
(as 'lib' is unspecified)

also installing the dependencies 'MatrixModels', 'quantreg'

Loading required package: carData

Attaching package: 'car'

The following object is masked from 'package:dplyr':

recode

The following object is masked from 'package:purrr':

some

```
LD_mean:      1.07722839137314 TS_mean:      1.19281684696311 TM_mean:      1.07923792965257 PS_mean:      1.13064958410952 GC_mean:      1.18793127427747 SM_mean:      1.09273360238738 TAS_mean:
1.09996475460151 AP_mean:      1.38973808114013 P_mean:      1.09929696615452
```

Appendix 6.*Shapiro-Wilk Normality Test*

```
shapiro.test(residuals(model))
```

```
Shapiro-Wilk normality test
```

```
data: residuals(model)
W = 0.74362, p-value = 8.236e-10
```

Appendix 7.*Durbin Watson Autocorrelation Test*

```
durbinWatsonTest(model)
```

```
lag Autocorrelation D-W Statistic p-value
1      0.05929323      1.706059  0.214
Alternative hypothesis: rho != 0
```

Appendix 8.

Pearson Correlation Test

1. Leadership Development

```
cor_tas_p <- cor.test(data$Is_Employed, data$LD_mean, method = "pearson")
cat("\n--- PEARSON CORRELATION RESULTS ---\n")
cat("\nIs_Employed vs LD_mean:\n")
print(cor_tas_p)
```

```
--- PEARSON CORRELATION RESULTS ---
```

```
Is_Employed vs LD_mean:
```

```
    Pearson's product-moment correlation
```

```
data: data$Is_Employed and data$LD_mean
t = -1.2794, df = 69, p-value = 0.205
alternative hypothesis: true correlation is not equal to 0
95 percent confidence interval:
 -0.37230716  0.08406337
sample estimates:
      cor
-0.1522259
```

2. Teamwork Skills

```
data$Is_Employed <- ifelse(data$`Current Employment Status` == "Unemployed", 0, 1)
data$TS_mean <- rowMeans(data[, c("TS1", "TS2", "TS3")], na.rm = TRUE)
cor_tas_p <- cor.test(data$Is_Employed, data$TS_mean, method = "pearson")
cat("\n--- PEARSON CORRELATION RESULTS ---\n")
cat("\nIs_Employed vs TS_mean:\n")
print(cor_tas_p)
```

```
--- PEARSON CORRELATION RESULTS ---
```

```
Is_Employed vs TS_mean:
```

```
    Pearson's product-moment correlation
```

```
data: data$Is_Employed and data$TS_mean
t = 0.64484, df = 69, p-value = 0.5212
alternative hypothesis: true correlation is not equal to 0
95 percent confidence interval:
 -0.1587736  0.3051900
sample estimates:
      cor
0.07739709
```

3. Time Management

```
library(readr)
file_path <- "/content/BRILLANTES THESIS DATA (FINAL) - Sheet1.csv"
data <- read_csv(file_path, skip = 1)
data$Is_Employed <- ifelse(data$`Current Employment Status` == "Unemployed", 0, 1)
data$TM_mean <- rowMeans(data[, c("TM1", "TM2", "TM3")], na.rm = TRUE)
cor_tas_p <- cor.test(data$Is_Employed, data$TM_mean, method = "pearson")
cat("\n--- PEARSON CORRELATION RESULTS ---\n")
cat("\nIs_Employed vs TM_mean:\n")
print(cor_tas_p)
```

New names:

- `` -> `...14`

Rows: 71 Columns: 52

— Column specification —

Delimiter: ",",

chr (15): Age, Gender, Undergraduate Course, Sport Played in College, Househ...

dbl (36): Respondent, Year Graduated, LD1, LD2, LD3, TS1, TS2, TS3, TM1, TM2...

lgl (1): ...14

i Use `spec()` to retrieve the full column specification for this data.

i Specify the column types or set `show\_col\_types = FALSE` to quiet this message.

--- PEARSON CORRELATION RESULTS ---

Is_Employed vs TM_mean:

Pearson's product-moment correlation

data: data\$Is_Employed and data\$TM_mean

t = -0.23606, df = 69, p-value = 0.8141

alternative hypothesis: true correlation is not equal to 0

95 percent confidence interval:

-0.2599875 0.2062639

sample estimates:

cor

-0.0284068

4. Problem Solving

```
data$Is_Employed <- ifelse(data$`Current Employment Status` == "Unemployed", 0, 1)
data$PS_mean <- rowMeans(data[, c("PS1", "PS2", "PS3", "PS4")], na.rm = TRUE)
cor_tas_p <- cor.test(data$Is_Employed, data$PS_mean, method = "pearson")
cat("\n--- PEARSON CORRELATION RESULTS ---\n")
cat("\nIs_Employed vs PS_mean:\n")
print(cor_tas_p)
```

--- PEARSON CORRELATION RESULTS ---

Is_Employed vs PS_mean:

Pearson's product-moment correlation

data: data\$Is_Employed and data\$PS_mean

t = 5.0206, df = 69, p-value = 3.858e-06

alternative hypothesis: true correlation is not equal to 0

95 percent confidence interval:

0.3229376 0.6697471

sample estimates:

cor

0.5172689

5. Good Interpersonal and Communication Skills

```
data$Is_Employed <- ifelse(data$`Current Employment Status` == "Unemployed", 0, 1)
data$GC_mean <- rowMeans(data[, c("GC1", "GC2", "GC3", "GC4")], na.rm = TRUE)
cor_tas_p <- cor.test(data$Is_Employed, data$GC_mean, method = "pearson")
cat("\n--- PEARSON CORRELATION RESULTS ---\n")
cat("\nIs_Employed vs GC_mean:\n")
print(cor_tas_p)
```

--- PEARSON CORRELATION RESULTS ---

Is_Employed vs GC_mean:

Pearson's product-moment correlation

```
data: data$Is_Employed and data$GC_mean
t = 2.0351, df = 69, p-value = 0.04569
alternative hypothesis: true correlation is not equal to 0
95 percent confidence interval:
 0.004924028 0.446471955
sample estimates:
      cor
0.2379544
```

6. Self-Management

```
data$Is_Employed <- ifelse(data$`Current Employment Status` == "Unemployed", 0, 1)
data$SM_mean <- rowMeans(data[, c("SM1", "SM2", "SM3")], na.rm = TRUE)
cor_tas_p <- cor.test(data$Is_Employed, data$SM_mean, method = "pearson")
cat("\n--- PEARSON CORRELATION RESULTS ---\n")
cat("\nIs_Employed vs SM_mean:\n")
print(cor_tas_p)
```

--- PEARSON CORRELATION RESULTS ---

Is_Employed vs SM_mean:

Pearson's product-moment correlation

```
data: data$Is_Employed and data$SM_mean
t = -0.67921, df = 69, p-value = 0.4993
alternative hypothesis: true correlation is not equal to 0
95 percent confidence interval:
 -0.3089258 0.1547503
sample estimates:
      cor
-0.08149576
```

7. Transferable Athletic Skills

```
data$Is_Employed <- ifelse(data$`Current Employment Status` == "Unemployed", 0, 1)
data$TAS_mean <- rowMeans(data[, c("TAS1", "TAS2", "TAS3", "TAS4", "TAS5")], na.rm = TRUE)
cor_tas_p <- cor.test(data$Is_Employed, data$TAS_mean, method = "pearson")
cat("\n--- PEARSON CORRELATION RESULTS ---\n")
cat("\nIs_Employed vs TAS_mean:\n")
print(cor_tas_p)
```

--- PEARSON CORRELATION RESULTS ---

Is_Employed vs TAS_mean:

Pearson's product-moment correlation

```
data: data$Is_Employed and data$TAS_mean
t = -2.2262, df = 69, p-value = 0.02927
alternative hypothesis: true correlation is not equal to 0
95 percent confidence interval:
 -0.4641428 -0.0272110
sample estimates:
      cor
-0.2588713
```

8. Academic Preparation

```
data$Is_Employed <- ifelse(data$`Current Employment Status` == "Unemployed", 0, 1)
data$AP_mean <- rowMeans(data[, c("AP1", "AP2", "AP3", "AP4")], na.rm = TRUE)
cor_tas_p <- cor.test(data$Is_Employed, data$AP_mean, method = "pearson")
cat("\n--- PEARSON CORRELATION RESULTS ---\n")
cat("\nIs_Employed vs AP_mean:\n")
print(cor_tas_p)
```

--- PEARSON CORRELATION RESULTS ---

Is_Employed vs AP_mean:

Pearson's product-moment correlation

```
data: data$Is_Employed and data$AP_mean
t = 0.22773, df = 69, p-value = 0.8205
alternative hypothesis: true correlation is not equal to 0
95 percent confidence interval:
 -0.2072235 0.2590526
sample estimates:
      cor
0.0274052
```

9. Perceived Influence on Collegiate Sports on Employability

```
data$Is_Employed <- ifelse(data$`Current Employment Status` == "Unemployed", 0, 1)
data$P_mean <- rowMeans(data[, c("P1", "P2", "P3", "P4", "P5")], na.rm = TRUE)
cor_tas_p <- cor.test(data$Is_Employed, data$P_mean, method = "pearson")
cat("\n--- PEARSON CORRELATION RESULTS ---\n")
cat("\nIs_Employed vs P_mean:\n")
print(cor_tas_p)
```

```
--- PEARSON CORRELATION RESULTS ---
```

```
Is_Employed vs P_mean:
```

```
Pearson's product-moment correlation
```

```
data: data$Is_Employed and data$P_mean
t = 0.49368, df = 69, p-value = 0.6231
alternative hypothesis: true correlation is not equal to 0
95 percent confidence interval:
 -0.1764184  0.2886359
sample estimates:
      cor
0.05932724
```

Appendix 9.

t-test/ANOVA results

```
data$Gender <- as.factor(data$Gender)
print(levels(data$Gender))
print(table(data$Gender))
data_filtered_gender <- subset(data, Gender%in% c("Female", "Male"))
print(levels(factor(data_filtered_gender$Gender)))
t_test_result <- t.test(Is_Employed ~ Gender, data = data_filtered_gender)
print(t_test_result)
```

```
[1] "Female"      "Male"      "Prefer not to say"
      Female      Male Prefer not to say
      35       34         2
[1] "Female" "Male"
```

```
Welch Two Sample t-test
```

```
data: Is_Employed by Gender
t = 0.020494, df = 66.871, p-value = 0.9837
alternative hypothesis: true difference in means between group Female and group Male is not equal
95 percent confidence interval:
 -0.08100812  0.08268879
sample estimates:
mean in group Female  mean in group Male
      0.9714286      0.9705882
```

```
data$`Sport Played in College` <- as.factor(data$`Sport Played in College`)
anova_sport <- aov(Is_Employed ~ `Sport Played in College`, data = data)
summary(anova_sport)
```

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
`Sport Played in College`	10	0.2103	0.02103	0.728	0.695
Residuals	60	1.7333	0.02889		

```
data$`Undergraduate Course` <- as.factor(data$`Undergraduate Course`)
anova_course <- aov(Is_Employed ~ `Undergraduate Course`, data = data)
summary(anova_course)
```

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
`Undergraduate Course`	11	0.2651	0.02410	0.847	0.595
Residuals	59	1.6786	0.02845		

Appendix 10.

Chi-square results

```
data$Gender <- as.factor(data$Gender)
data$`Sport Played in College` <- as.factor(data$`Sport Played in College`)
data$`Undergraduate Course` <- as.factor(data$`Undergraduate Course`)
```

1. Gender vs Sport Played in College

```
tbl1 <- table(data$Gender, data$`Sport Played in College`)
chisq_test1 <- chisq.test(tbl1)
chisq_test1
```

```
Warning message in chisq.test(tbl1):
"Chi-squared approximation may be incorrect"
```

Pearson's Chi-squared test

```
data: tbl1
X-squared = 16.121, df = 20, p-value = 0.7091
```

2. Gender vs Undergraduate Course

```
tbl2 <- table(data$Gender, data$`Undergraduate Course`)  
chisq_test2 <- chisq.test(tbl2)  
chisq_test2
```

Warning message in `chisq.test(tbl2)`:
"Chi-squared approximation may be incorrect"

Pearson's Chi-squared test

data: tbl2
X-squared = 14.111, df = 22, p-value = 0.8975