Analysis of Academic Achievement of Graduates from XYZ University in Relation to Career Alignment

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Abstract

The current research outlines the findings of our study on the relationship between the academic achievements of XYZ University (Dehasen University) graduates and the alignment of their chosen career fields. The research results indicate a positive correlation between graduates' academic performance and suitability in their chosen career fields, as confirmed through the discussion. Graduates with an average academic performance score of ≥ high, as seen in the Cumulative Achievement Score (CPKL) graph, tend to be more suitable in their respective career fields. The result reflects the importance of quality education in preparing graduates for the job market. The study's primary findings reveal a positive relationship between academic performance and career field suitability. There is a strong correlation between the level of academic achievement graduates attain during their studies and the level of suitability in the career fields they choose after graduation. The results were supported by findings such as CPKL with an average achievement ≤ 3.00, Academic Field Achievement Score (CBAL) findings ≤ 2.50, Non-Academic Achievement Score (CPNAL) findings with an average achievement ≤ 3.20, Work Area Size Achievement Score (CULKL) findings with an average achievement ≤ 3.50, and Job Field Suitability Achievement Score (CKBKL) achievement with an average score ≤ 2.80. Graduates who achieve better academic performance are more successful in pursuing careers in fields that align with their previous study programs. Furthermore, the research also reveals that several determining factors for career field suitability are influenced by the field's scope, internship experiences, non-academic achievements, and support from the university. Students with a strong interest in specific fields or relevant internship experience tend to find suitable employment more quickly.

Keywords: academic performance, achievement, evaluation, graduates

Introduction

In its progress, Higher Education serves as an instrument that represents the pinnacle of individual and societal development. In the era of globalization and increasing competition, consistent with the findings of Mesterjon et al. (2022), who suggest mastery of increasingly advanced technological tools is essential. Therefore, universities play a significant role in preparing students to meet the evolving demands of the workforce. The primary goal of higher education is to provide in-depth knowledge, skills, and understanding across various disciplines, enabling graduates to successfully pursue their careers and positively contribute to

society and the nation. This aligns with the research findings of Mesterjon (2023), who emphasizes that learning assessment in higher education is closely related to quality. The quality of higher education can be measured through graduates' academic achievements, in line with Kukreja's (2019) perspective, which asserts the need for total quality management to be applied in educational institutions. Academic achievement includes grades, understanding of the material, critical thinking skills, and the ability to adapt to advancements in science and technology, as suggested by Yin (2018). Strategic planning in some educational organizations is often not taken seriously. However, the quality of higher education is not limited to academic aspects alone. The success of graduates in the workforce is also an important measure, as stated by Owenvbuigie and Egbri (2021), who claim that graduates' success is partly determined by their ability to complete their studies.

Aim of Research

This research aim to analyze the relationship between the academic achievements of graduates from XYZ University and their level of suitability in their chosen field of work and provide valuable insights for improving higher education at this institution.

Objective

The present research will examine the relationship between the academic achievements of graduates from XYZ University and their suitability in the chosen field of work. The suitability in the chosen field of work includes how relevant and valuable the knowledge, skills, and competencies acquired during their studies are in their post-graduation employment. This research will help evaluate whether the education at XYZ University provides a solid foundation for its graduates to succeed in the job market.

Research Question

The present study seeks to address the following research question:
1. To what extent do the academic achievements of graduates from XYZ University influence their suitability in their chosen field of work?

Methodology

The tracing method involves the process of searching, identifying, and extracting relevant information from a collection of documents or specific sources. The tracing method was implemented in a survey, as suggested by Bailey (2018), who mentioned that surveys are used to collect data from respondents representing a larger population. Additionally, we conducted information tracing in this tracer study, which aligns with Blais's (2000) view that tracer studies are tools to understand the behavior of graduates and the factors influencing their choices. Regarding document management at XYZ University, we applied a case approach, consistent with Yin's (2018) assertion that case studies are sometimes combined with other methods to understand a broader context. The opinions of Leedy and Ormrod (2019), who clarify that tracing can offer thorough insights into locating documents or information pertinent to research objectives, further reinforce this. This concurs with the view expressed by Giray (2022) that intricate operational and service activities need tracing a method that comprehends the procedures and performs evaluations inside surveys. Creswell (2014) also suggests that tracing methods often prioritize interdisciplinary and flexible approaches in research while not sidelining cognitive information. This is consistent with DeGroot and Schervish's (2011) understanding of cognitive information processing in tracing and decision-making.

Similarly, Mesterjon (2021) emphasizes the need for a systematic input-process-output-outcome cycle in tracing. Based on the experts' opinions above, this approach aligns with our research, applying a document tracing method through surveys, interviews, and data analysis. The data obtained from this research

has been analyzed using appropriate statistical tools. Our research is limited to graduates of XYZ University who have worked in their chosen field of study. The phases we followed in document tracing, including surveys, interviews, and document analysis, are divided into five stages, as depicted in Figure 1.
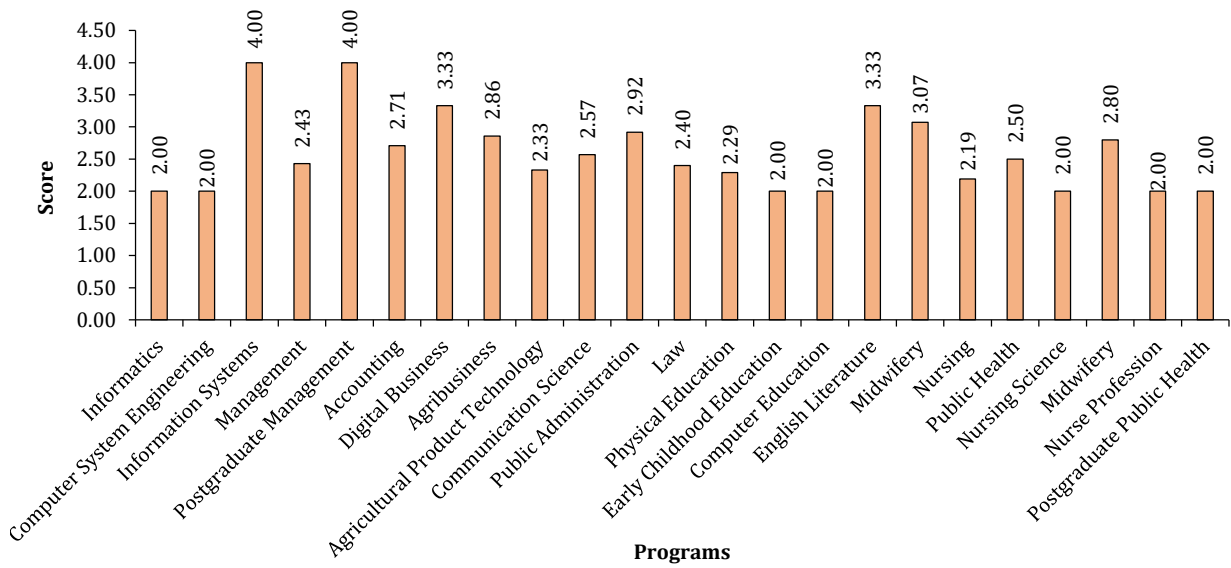
Figure 1
Document Tracing Cycle
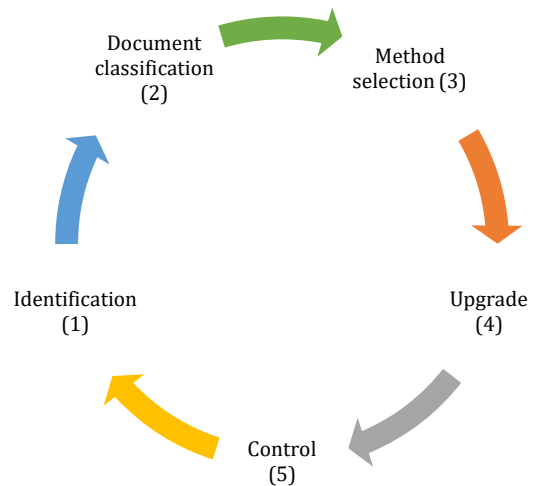
In stage (1), we identified specific information needs by searching for documents related to graduates' GPAs, academic performance documents, non-academic achievements, the breadth of fields of work, and alignment with relevant job fields. Subsequently, in stage (2), we gathered information sources containing the required data. Verified sources included physical documents, databases, websites, and human sources through interviews with some graduates. Moving on to the stage (3), we conducted searches using various methods, such as searching for relevant documents or information. This encompassed using search engines, databases, index searches, and physical document scanning. In stage (4), we carried out evaluation and selection. We accomplished this by evaluating each document to ensure its relevance. During this process, we read abstracts, summaries, and excerpts and assessed the quality of information sources. In stage (5), we extracted the required information from these documents. This included quotations, summaries, and even copying entire documents when necessary. Finally, in stage (6), we conducted document analysis, presenting data in a matrix-based format and displaying the results in achievement graphs. The document tracing method we employed is based on the variety, scale, and complexity of documents depending on the scope of the search and the information sources involved. In the digital age, information technology and data search software have facilitated the automation of most of these stages, enabling researchers to access information more quickly and efficiently.

Results

The research results indicate a positive correlation between graduates' academic achievements and their suitability level in their chosen job fields, as confirmed by the Job Field Suitability Achievement Score (CKBKL) graph in Figure 6. Graduates with higher academic achievements, as shown in the Cumulative Achievement Score (CPKL) graph in Figure 2, tend to be more suited to their job fields. This reflects the importance of quality education in preparing graduates for the job market. Besides academic achievements, other factors also influence the suitability of graduates. These factors include previous work experience, specific skills acquired outside the academic curriculum, and interpersonal abilities. Therefore, job field suitability is not solely determined by academic performance. This is evident in the research findings presented in data graphs, representing the findings as average percentage achievements.
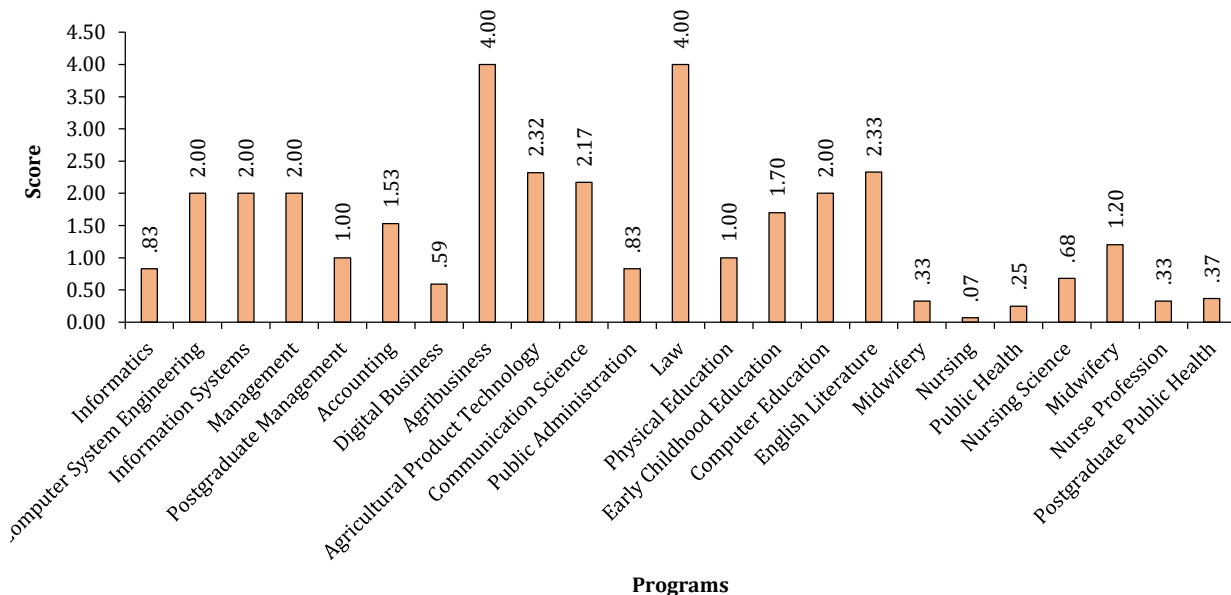
Figure 2
Cumulative Achievement Score of Graduates from PT XYZ

From Figure 2, the CPKL graph of XYZ University graduates shows two (2) programs with an average CPKL of 4.00. Additionally, there are three (3) programs with an average CPKL score of ≥ 3.33. Furthermore, the graph also reveals five (5) programs with an average CPKL score of ≥ 2.92. The graph also indicates twelve (12) programs with an average CPKL score of ≤ 2.43. The average score in the range of ≤ 2.43 dominates, although it does not show a clear trend. Furthermore, as researchers, we also uncovered facts as depicted in the Academic Field Achievement Score (CBAL) graph in Figure 3.
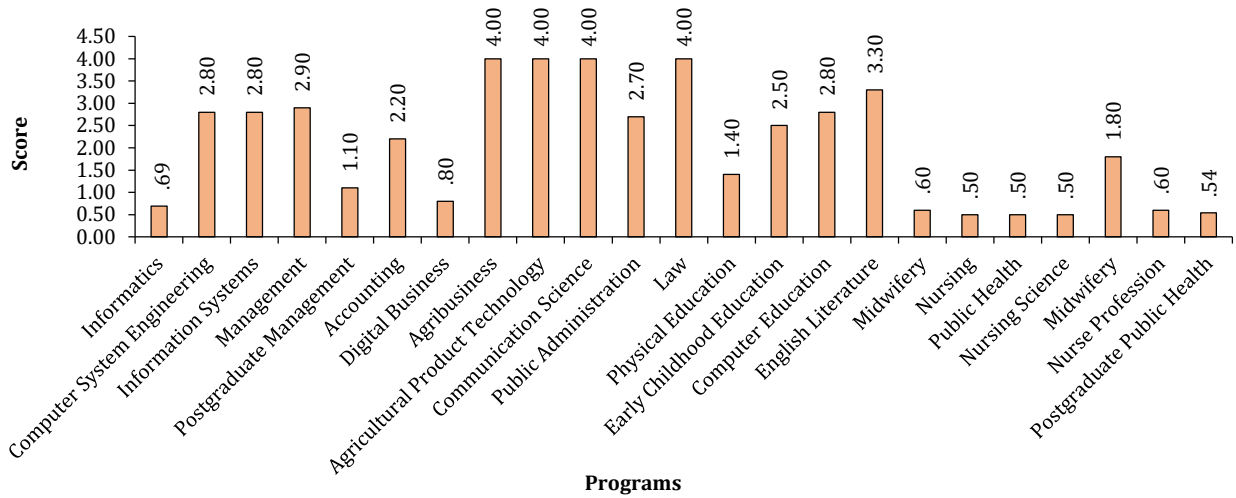
Figure 3
*Academic Field Achievement Score of PT XYZ Graduates*

From the CBAL graph in Figure 3, it can be observed that there are two (2) programs with an average CBAL percentage score in the range of ≥ 4.00. Furthermore, it is also evident that seven (7) programs have an average CBAL presentation score in the range of ≤ 2.33. The graph also shows that there are five (5) programs with an average CBAL performance score in the range of ≤ 1.70. Additionally, seven (7) programs have an average CBAL score in the range of ≤ .68. In the present study, we also discovered facts, as depicted in the Non-Academic Achievement Score (CPNAL) graph in Figure 4.

From the CPNAL graph in Figure 4, it is evident that there are four (4) programs with an average percentage score in the range of ≥ 4.0. The graph also indicates one (1) program with an average percentage score of ≥ 3.30. Furthermore, from the CPNAL graph, it is clear that there are seven (7) programs with an average percentage score in the range of ≤ 2.90. Additionally, the graph shows three (3) programs with an average percentage score of ≤ 1.80. Moreover, from the CPNAL graph, it can be seen that there are six (6) programs with an average percentage score in the range of ≤ 0.80. In this study, we also discovered facts, as depicted in the Work Area Size Achievement Score (CULKL) graph in Figure 5.

Figure 4
Non-Academic Achievement Score of PT XYZ Graduates

Figure 5
Work Area Size Achievement Score of PT XYZ Graduates
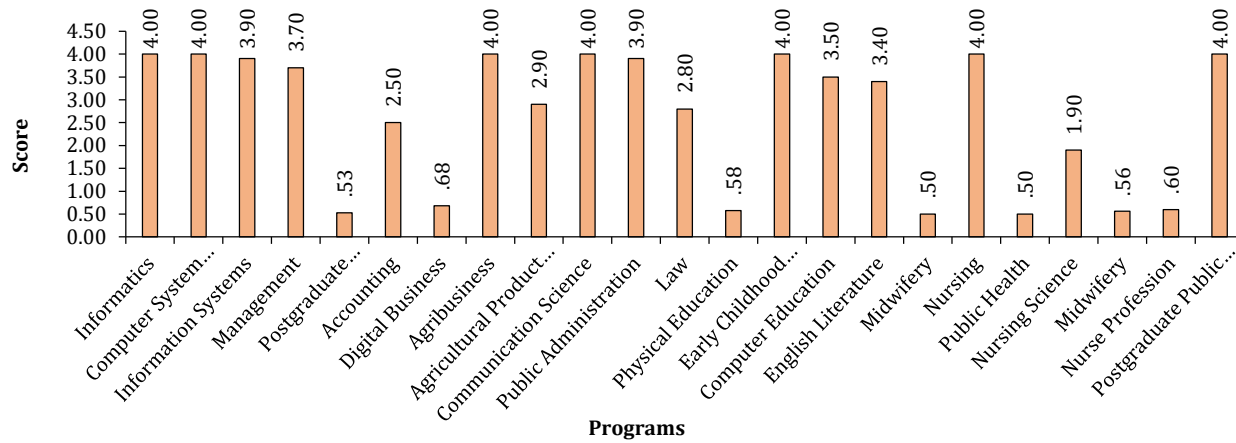
From the CULKL graph in Figure 5, it is evident that there are seven (7) programs with an average percentage score in the range of ≥ 4.0. The CULKL graph also shows five (5) programs with an average percentage score of ≥ 3.9. Furthermore, from the CULKL graph, it is clear that there are three (3) programs with an average percentage score in the range of ≤ 2.9. The graph also indicates that there is one (1) program with an average percentage score in the range of ≤ 1.9. Moreover, from the CULKL graph, it can be seen that there are six (6) programs with a participation percentage score of = .00. In this study, we also made several findings related to job field suitability, as depicted in the CKBKL graph in Figure 6.

Figure 6
Job Field Suitability Achievement Score of PT XYZ Graduate
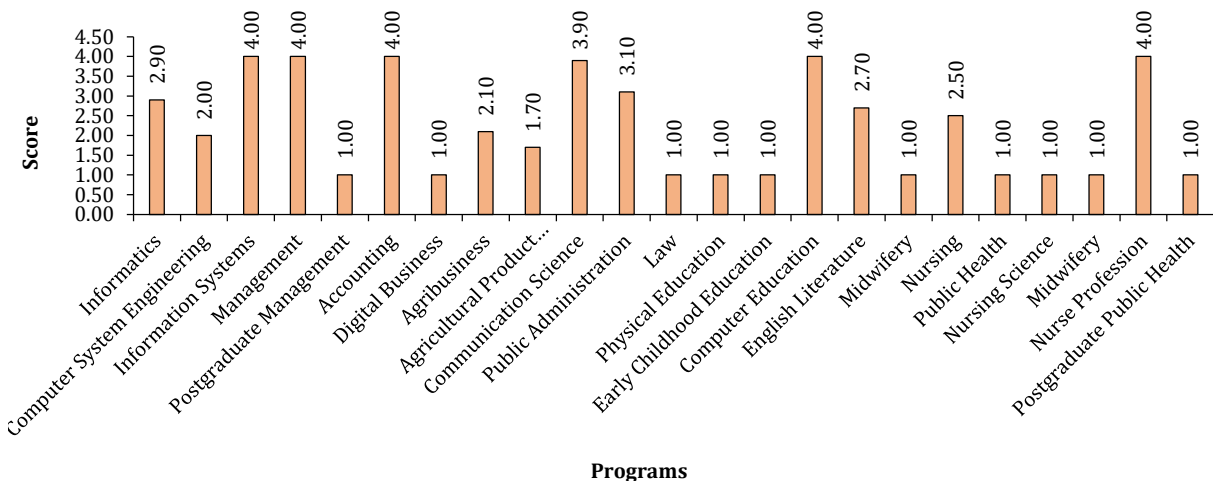
From the (CKBKL) graph in Figure 6, it is evident that there are five (5) programs with an average percentage score in the range of ≥ 4.0. The CKBKL graph also shows two (2) programs with an average percentage score of ≤ 3.9. Furthermore, from the CKBKL graph, it is clear that there are five (5) programs with an average percentage score in the range of ≤ 2.9. Additionally, the graph indicates eleven (11) programs with an average percentage score of ≤ 1.7.

Discussion

Academic Achievement and Job Field Suitability

The positive correlation between academic achievement and job field suitability aligns with existing research. Numerous studies have highlighted the importance of strong academic performance in fostering successful careers (Schwieger & Ladwig 2018). Our findings echo these trends, with higher academic achievement graduates demonstrating greater alignment with their chosen job fields.

The correlation is particularly notable in the cases of CPKL, CBAL, CPNAL, CULKL, and CKBKL, where graduates with average achievements below certain thresholds exhibited varying degrees of misalignment with their job fields. This underscores the significance of academic excellence in ensuring graduates are well-prepared for careers related to their academic programs (Mesterjon, 2023).

Determinants of Job Field Suitability

Beyond academic achievement, our study identifies several determinants influencing job field suitability. The size of the job field emerges as a crucial factor, with graduates finding more suitable positions in fields with an enormous scope. This aligns with the idea that broader job markets offer more opportunities for graduates to find roles aligned with their academic backgrounds (Braun & Clarke, 2006; Barnes & Noble College, 2018; Jusoh & Mlibari, 2018).

Internship experience also plays a pivotal role in job field suitability. Graduates who participated in relevant internships demonstrated a higher likelihood of securing jobs that matched their interests and skills. This finding supports previous research emphasizing the practical importance of internships in bridging the gap between academic knowledge and real-world applications (Creswell, 2014; Salakhova et al., 2021).

Furthermore, non-academic achievements and university support were identified as additional determinants. Graduates with a strong interest in a specific field were more likely to find suitable jobs, emphasizing the importance of aligning career choices with personal passions. University support, in the form of career counseling and guidance, positively impacted graduates' ability to navigate toward suitable job fields. (Balta et al., 2016; Rodionov et al. 2021).

Conclusion

This study highlights the intricate relationship between academic achievement and job field suitability. As students and universities alike recognize the importance of these factors, we can collectively strive towards an educational system that not only imparts knowledge but empowers graduates for successful and fulfilling careers.

Implications for XYZ University and Future Research

The implications of our findings for XYZ University are significant. The identified correlations and determinants provide a foundation for enhancing curriculum and career services. This aligns with the idea that By prioritizing academic performance and offering robust support for internships and career guidance, the university can better equip its students for successful transitions into the workforce.

Future research in this domain should explore the long-term career trajectories of graduates, considering factors such as job satisfaction, advancement opportunities, and the influence of ongoing professional development. Additionally, a comparative analysis with other universities could offer valuable insights into the effectiveness of different educational approaches in preparing students for their chosen careers.

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