



UNIVERSITETI I PRISHTINËS  
"HASAN PRISHTINA"  
QENDRA PËR ZHVILLIM TË KARRIERËS

# TRACKING OF GRADUATES AT THE UNIVERSITY OF PRISHTINA

The quality of studies and the path  
towards employment



## REPORT

# TRACKING OF GRADUATES AT THE UNIVERSITY OF PRISHTINA

The quality of studies and the path towards employment

PRISHTINË, JUNE 2023

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## INTRODUCTION

The tracking of graduates in their post-graduate achievements, particularly their inclusion in the job market in European universities, started in recent years. The tracking of graduates is a new process even in higher education institutions in Kosovo. In general, some of the tracking initiatives have produced only data and analyses that measure the results of teaching and learning (student success and progress), but research on the outcomes of graduates in their career development and journey into the job market has been lacking. If HEIs do not track their graduates, the institutions and their staff have relatively little chance to accurately assess the impact of study programs and their relevance to the job market (Gaebel et al., 2012; Pavlin, 2018).

The issue of learning in higher education institutions is quite complex. These institutions not only have to provide knowledge and academic and professional research but also develop a broader range of basic skills, including the ability to learn on one's own initiative (Gaebel et al., 2012). Due to rapid developments and changes in the economic and social context, graduates are often employed in fields for which they have not been specifically educated or trained. According to this report by the European University Association, prepared by Gaebel et al. (2012), employability has received greater attention during economic crises and due to global competition, when governments need to carefully consider where public resources are best invested. The initial goal was to ensure that qualification makes graduates employable in terms of professional requirements and the job market. Therefore, the concept of employability has become a highly debated topic and an indicator of the value of higher education.

Thus, the University of Prishtina has initiated the process of tracking its graduates with the aim of understanding the information on the effectiveness of study programs and formulating educational and decision-making policies.

## THE IMPORTANCE OF GRADUATE TRACKING BY UNIVERSITIES

The purpose of graduate tracking is to improve the quality of teaching and learning in order to better align this process with social needs (Mora, 2015). According to an article by Mullin and Powers (2021) regarding post-graduation metrics and showcasing the success stories of graduates from higher education institutions, post-graduation success is understood in various forms. This article states that employment rates and salaries are among the most common metrics of post-graduate outcomes used by institutions. Higher education institutions invest a lot of time and energy in tracking the employment status of their graduates because employment data is usually stored in government databases, which may be difficult to access. Therefore, colleges and universities often collect information themselves, typically through post-graduation surveys.

In 2012, the TRACKIT project (Tracking Learners' and Graduates' Progression Paths TRACK-IT), implemented by a consortium of universities with the initiative of the European University Association, provided an overview of the activities carried out to track students and graduates from higher education institutions (HEIs) and national bodies across Europe. The project's results confirmed a growing interest in tracking and an increasing number of tracking initiatives at both national and institutional levels. Some of the reasons that have fueled this interest include changes in teaching and learning in higher education in recent years, general trends in shaping public policies, governance and management, as well as graduate employability. According to this report by the European University Association, the pandemic has had an impact on everything, including measurements of post-graduate outcomes. This period of significant changes in teaching conditions can be another driver for tracking the quality of student preparation and opportunities for inclusion in the job market. According to Mullin and Powers (2021), many questions raised by universities about how satisfied graduates are with the program offered or how satisfied graduates are in their new work environments, they should leverage this moment to track the metrics that matter most to their key stakeholders. As can be seen from accreditation standards and requirements, these responses already carry significant importance, so now is the time for institutions to take action.

In a study by Orr (2015) on approaches to graduate tracking systems, the first approach mentioned is viewing graduates primarily as employees in the job market. This perspective sees higher education as a feeder system for the labor market and seeks to assess the integration of graduates into the workforce. In the second approach, graduates are seen more holistically as active citizens. Such a tracking system seeks to understand the post-graduate skills of graduates and evaluate the performance of the higher education system in facilitating personal and social improvement and producing responsible and active citizens in a societal context. The First Destination Survey of Graduates by NACE (National Association of Colleges and Employers in the USA) has been collecting information since 2014 regarding how young graduates progress in their careers within six months of graduation. The results include types of employment, further education pursuits, still seeking employment or further education, and starting salaries for full-time employed individuals.

The University of Vienna started tracking its graduates in 2003. This process aimed to gather information on the integration into the job market and career paths of university graduates.

Therefore, this university conducted an analysis based on career entry registries, employment opportunities, and income possibilities. The analysis focuses on the first five years of employment after graduation.

Freie Universität Berlin in Germany, which has conducted such surveys in the past, participated in the INCHER initiative (2008, 2009, 2010, and 2012) for graduate tracking. The survey is designed to register 3,000 to 4,000 graduates with a response rate of 40–50%. The main objective was to collect information for the improvement of study programs regarding professional competencies and graduate employment. In 2006, the University of Gothenburg in Sweden began creating a database for graduates, including contact details and employment information. The main motivation was to ensure quality, enable more systematic analysis of graduates' careers, and provide support for organizing social events.

Research demonstrates the need and importance of graduate tracking, specifically collecting information for the improvement of study programs regarding professional competencies and graduate employability.

## PURPOSE OF THE STUDY

This study aimed to collect data on the initial status of graduates in core studies at the University of Prishtina. Graduates reported on their post-graduation status, satisfaction with their studies and current employment, their plans for employment and/or further education if applicable. This research was conducted to encourage graduates to reflect on the value of their studies and the role they have played in their current activities.

Additionally, it was an opportunity to understand if their preparation with the skills and knowledge they needed has helped them achieve their current status. This study had the following objectives:

- Evaluate the outcomes of study programs at UP, the success and achievements of graduates after completing their core studies in relation to graduation, educational level, and career progression.
- Identify the impact of study programs at UP on personal and professional development, or how UP studies have influenced the growth of graduates' competencies, skills, personal and professional development.
- Assess the alignment between study programs and the demands of the job market by examining to what extent graduates are equipped with the necessary skills and knowledge.
- Understand graduates' suggestions regarding ways to enhance the quality of studies and services at UP.

*The research questions that have guided the study are:*

- What is the employment rate of graduates from UP, and which programs have the highest employability?
- What are the factors that have influenced respondents to pursue further studies?
- What is the level of satisfaction among graduates with their studies at UP?
- What is the duration of the transition to employment after completing a bachelor's degree at UP?
- How many of the graduates have undertaken practical and/or voluntary work during their studies?
- Does the current status of respondents vary depending on the faculty they graduated from?
- How does gender influence the likelihood of being employed full-time, part-time, or being unemployed?
- Are there gender differences in the types of industries or professions in which respondents are employed?
- Is there a significant relationship between undertaking internships during studies and the duration of job search?
- Is there a statistically significant relationship between the sector in which respondents work and their satisfaction with current employment?
- Is there a significant relationship between the time it takes to find a job after graduation and the sources of information used by respondents?
- Is there a significant relationship between the status of respondents and their satisfaction with their study experience at UP?
- Is there a significant relationship between the field in which respondents work (related or unrelated to their field of study) and their satisfaction with their current job position?
- What are the possible causes of unemployment for respondents who have expressed being unemployed?
- What are the recommendations of respondents for improving the quality of studies at UP?

*These questions aim to gather relevant information to assess the success of the study programs, the preparation and development of graduates, their satisfaction with studies and employment, and to identify challenges and suggestions for improving the quality of education at UP.*



## METHODOLOGY

The sampling for this study was conducted using a random selection of respondents from the population of graduates at UP. The population consists of graduates from undergraduate studies at UP, while a sample of 987 respondents was randomly selected. The list of graduates was obtained from the Office of Student Affairs at UP, which manages the list of students admitted to studies and graduates. The email addresses of the graduates were used from this list to distribute the questionnaire. Initially, a pilot survey was conducted. A random sample of 100 graduates was selected, and they were sent the survey link via email. The survey was created using Google Forms and consisted of 40 questions. The survey also provided an option for suggestions to improve the questionnaire. After analyzing the results and suggestions from the respondents, necessary improvements were made to the questionnaire. This ensured that the questions were clear, understandable, and appropriate for the study group. The final questionnaire was sent via email to all graduates on the general list of graduates from 2010–2023. The population of the sample is approximately 100,000 graduates. The questionnaire was sent only to the email addresses of the graduates and was distributed from the academic staff to the master's students at UP.

The questionnaire used for data collection was based on a specially prepared questionnaire for this study, approved by the Senate of UP (2012), the First Destination Survey questionnaire from Central European University, and the First Destination Survey questionnaire from the National Association of College and Employers. We obtained permission from both international universities to use some questions from their questionnaires. The value of the Cronbach's Alpha coefficient for the current study's questionnaire is 0.715 (see Table 1).

*Table 1. Cronbach's Alpha coefficient for the study's questionnaire*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.715	.908	10

This indicates a moderate level of internal consistency reliability. However, it is important to note that Cronbach's Alpha values above 0.7 are generally considered acceptable for the majority of research purposes.

The Cronbach's Alpha coefficient based on standardized items is 0.908. This suggests a high level of internal consistency reliability when the items are standardized.

The introductory section of the questionnaire included information about the study's purpose, the time required to complete the questionnaire, and the importance of the respondents' contribution to this survey.

The analysis of the survey data was conducted using the SPSS software (Statistical Package for the Social Sciences). The table provided below (Table 2) presents the results of the normality tests performed on the different variables in the survey. Two normality tests were used: the Kolmogorov-Smirnov test and the Shapiro-Wilk test. For each variable, the table shows the test statistic, degrees of freedom (df), and associated p-value (Sig.).

*Table 2. Results of the normality tests*

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Statusi pas diplomimit	.269	516	.000	.816	516	.000
Kategoria e punësimit	.347	516	.000	.677	516	.000
Komuna ku punojnë	.228	516	.000	.849	516	.000
Kohëzgjatja e kontratës	.195	516	.000	.828	516	.000
Institucioni ku punojnë	.281	516	.000	.790	516	.000
Praktika në instituconin	.246	516	.000	.808	516	.000
Kategoria e punësimit	.177	516	.000	.891	516	.000
Roli i tanishëm	.276	516	.000	.833	516	.000
Rroga	.204	516	.000	.888	516	.000
Kënaqshmëria me punën aktuale	.166	516	.000	.903	516	.000
a. Lilliefors Significance Correction						

Based on the p-values, all variables in the table have p-values less than 0.001 ( $p < 0.001$ ), indicating strong evidence against the null hypothesis of normality. Therefore, the data for all these variables deviate significantly from a normal distribution.

Descriptive statistics have been performed for all variables to analyze the demographics of the graduates, their perceptions regarding their study experience, and the level of satisfaction with their current employment. Cross-tabulations (contingency tables) using Chi-Square statistics have been conducted to analyze the relationship between demographic data and other variables.

The correlation or Spearman's correlation coefficient has been used to measure the degree of association between variables.

## RESULTS OF THE STUDY

### **Enhancing Support for Current Students and Graduates: Survey Data with University of Prishtina Graduates**

In this report, we present the results of a comprehensive survey conducted with 987 participants, consisting of graduates from undergraduate studies (Bachelor's degree) at the University of Prishtina.

The primary focus of the survey was to gather valuable insights that facilitate the continuous improvement of the university's support system for students and graduates. By collecting direct feedback from those who have experienced the university's programs and services, we aimed to identify areas that are well-developed and areas that need improvement. Through this survey, we sought to uncover valuable perspectives and suggestions to guide the University of Prishtina in providing a richer and more impactful educational experience for students, as well as supporting their professional development and success as graduates.

In this section of the report, we present statistical data extracted from respondents' answers, which provide detailed insights into perceptions, experiences, and suggestions expressed by the graduates. These data serve as a valuable resource for understanding the current landscape and identifying areas for improvement in student support.

## Gender



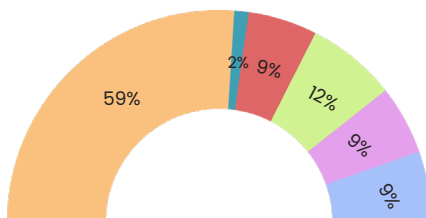
Female  
**66.26%**



Male  
**33.74%**

## Age

- 21 years old
- 22 years old
- 23 years old
- 24 years old
- 25 years old
- + 25 years old



## Nationality

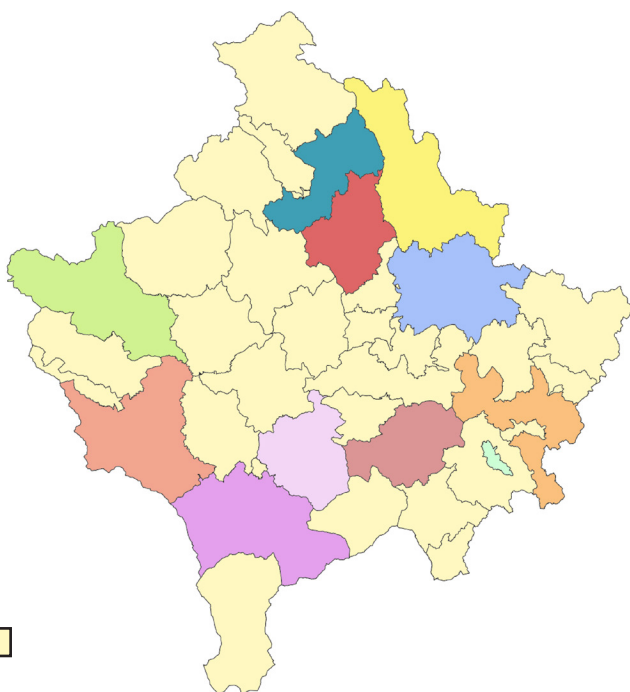
- Albanian 948 96%
- Serbian 1 0.1%
- Bosnian 19 1.9%
- Egyptian 1 0.1%
- Romani 2 0.2%
- Turkish 4 0.4%

## Disabilities

- No 99.4%
- Yes 0.6%

## Birthplace

- Gjakova 4.8%
- Glogoc 4.1%
- Gjilan 7.9%
- Peja 5.8%
- Podujeva 7.2%
- Prishtina 18.5%
- Prizren 6.1%
- Suhareka 3.3%
- Ferizaj 4.0%
- Vushtrri 4.0%
- South Mitrovica 3.5%
- Other municipalities 38.76 %



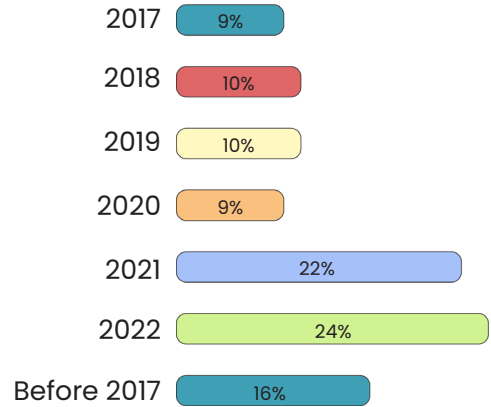
## Faculty

- Faculty of Economics 7.1%
- Faculty of Law 6.4%
- Faculty of Philosophy 34.2%
- Faculty of Philology 6.2%
- Faculty of Mathematics and Natural Sciences 5.6%
- Faculty of Electrical and Computer Engineering 2.6%
- Faculty of Mechanical Engineering 1.7%
- Faculty of Construction 10.2%
- Faculty of Architecture 2.8%
- Faculty of Medicine 4.8%
- Faculty of Education 7.8%
- Faculty of Agriculture and Veterinary 5.3%
- Faculty of Physical Education and Sport 2.7%
- Faculty of Arts 2.5%

## Graduates' status

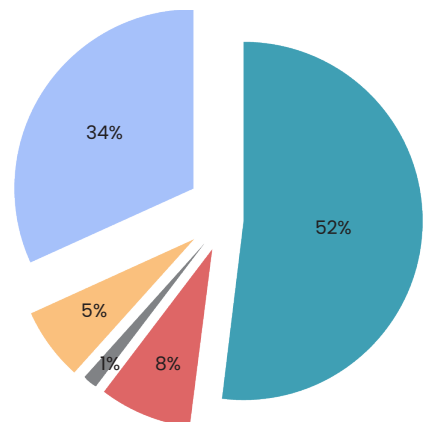
- Full time and part-time employed 42.9%
- Master or Doctorate student 15.8%
- Unemployed 18.4%
- Employed and student 15.7%
- Unemployed and student 7.1%

## Year of graduation



## Employment category

- Full time employment/ engagement - 52%
- Employment/engagement as an intern, trainee or volunteer - 8%
- fellowship - 1%
- Freelance/self-employed - 5%
- Other - 34%



## EMPLOYMENT INFORMATION OF GRADUATE STUDENTS: Insights and Analysis

### Distribution of Graduate Employment Across Municipalities

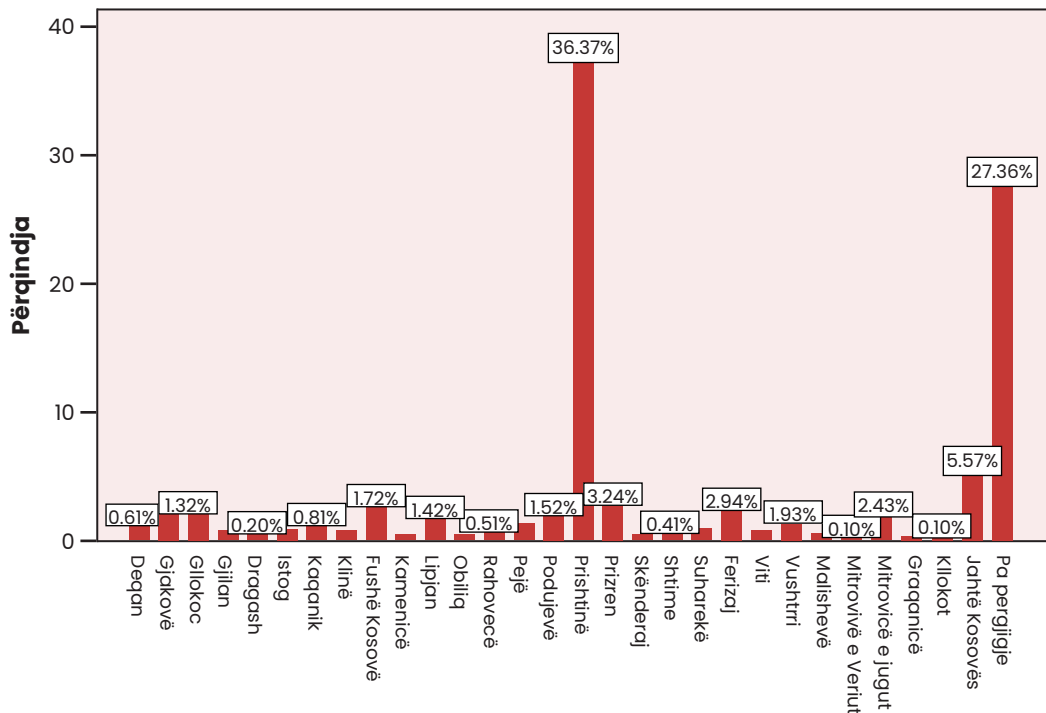
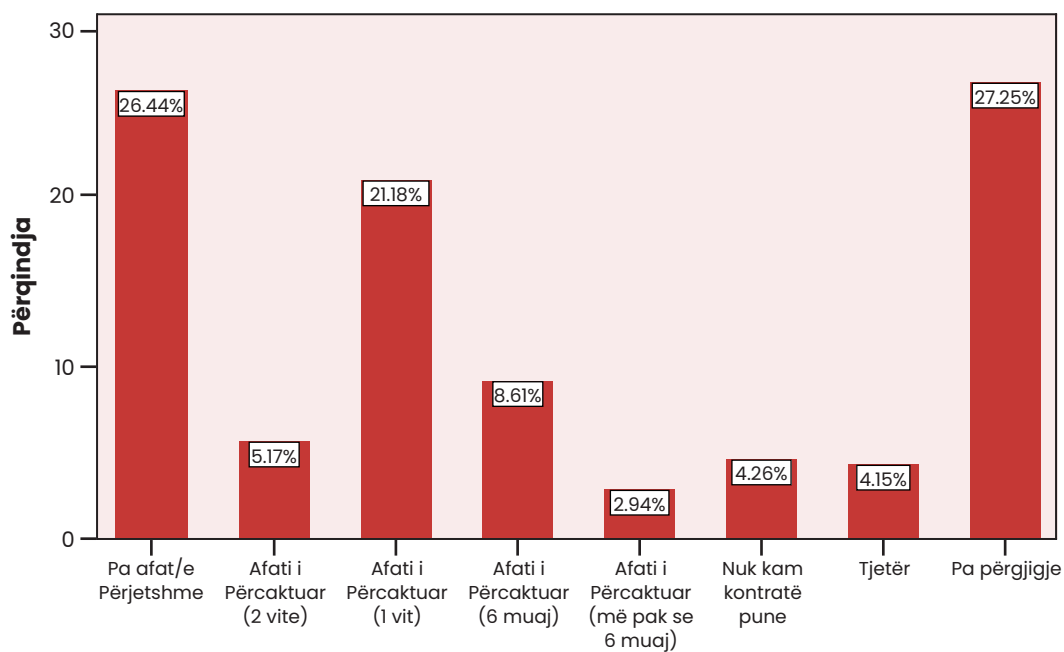


Figure 1: Distribution of Graduate Employment across Municipalities

The distribution of graduate employment across municipalities reveals interesting insights into the geographic distribution of employment opportunities. The majority of graduate students are working in Prishtinë, comprising a significant proportion of 36.4%. This suggests that Prishtinë serves as a central hub for employment, attracting a large number of graduates. Other municipalities with notable employment rates include Gjakova (2.1%), Gllogoc (1.3%), Gjilan (2.0%), and Lipjan (1.4%). It is noteworthy that a considerable proportion of respondents (5.6%) are employed outside Kosovo, indicating a global reach in terms of career opportunities. Overall, the distribution of municipalities where graduate students work provides valuable insights into the regional employment landscape and highlights the concentration of opportunities in certain areas.

## Distribution of Contract Durations among Graduate Students

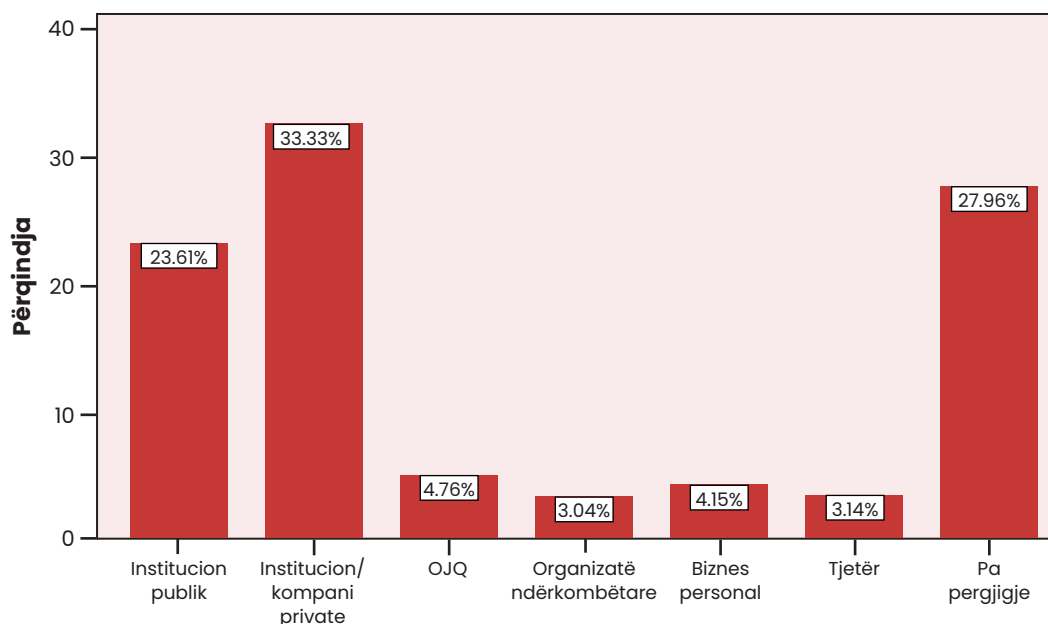


*Figure 2: Distribution of Contract Durations among Graduate Students*

This figure presents the distribution of contract durations among graduate students. The respondents were asked to indicate the type of contract they have for their current employment.

The data reveals that 26.4% of graduate students have indefinite or eternal contracts, indicating long-term employment commitments. A significant portion of students (21.2%) reported having fixed-term contracts for one year, while 8.6% mentioned having contracts for six months. Additionally, 5.2% of students have fixed-term contracts for two years, and 2.9% have contracts for less than six months. It is noteworthy that 4.3% of respondents indicated not having a work contract. Furthermore, 4.2% mentioned "Other" types of contracts.

## Distribution of Workplaces among Graduate Students



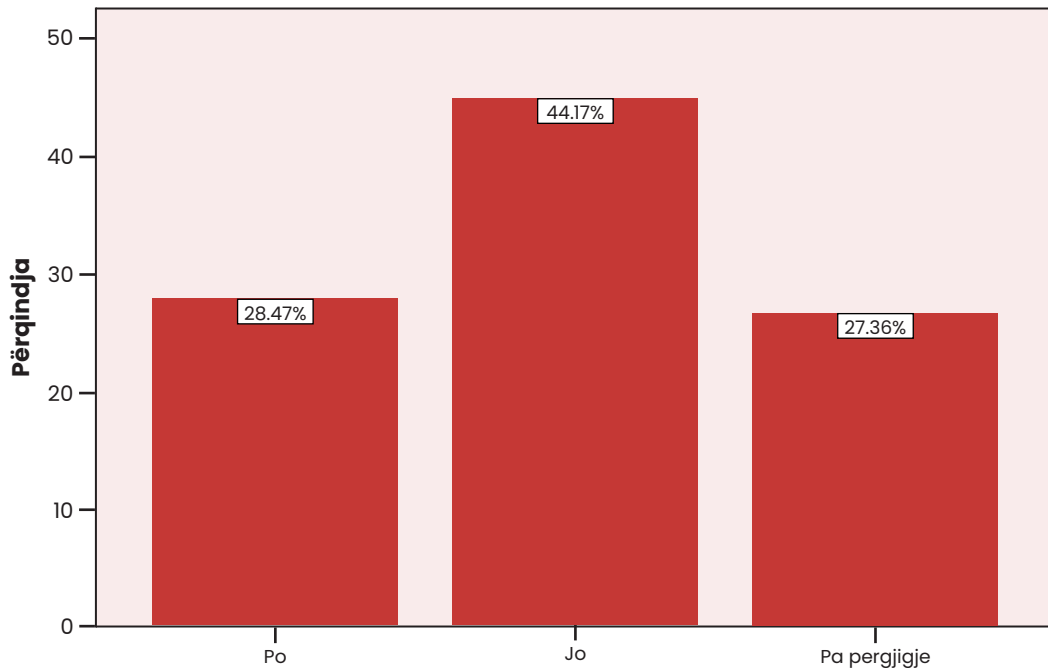
*Figure 3: Distribution of Workplaces among Graduate Students*

The employment distribution of graduate students reveals diverse opportunities across various institution types. Among the respondents, the majority (33.3%) are employed in private institutions or companies, indicating the significant presence of the private sector in providing employment opportunities. Public institutions also serve as a prominent sector of employment, with 23.6% of graduates working in such establishments. Additionally, a notable proportion of graduate students (4.8%) are engaged in non-governmental organizations (NGOs), contributing to the development and implementation of social initiatives. Furthermore, a portion of respondents (3.0%) have found employment in international organizations, highlighting the global reach of their work. Some individuals (4.2%) have ventured into personal business endeavors, showcasing entrepreneurial aspirations within the graduate student community.

Overall, these findings underscore the diverse pathways and institutional contexts in which graduate students are actively engaged in the workforce.



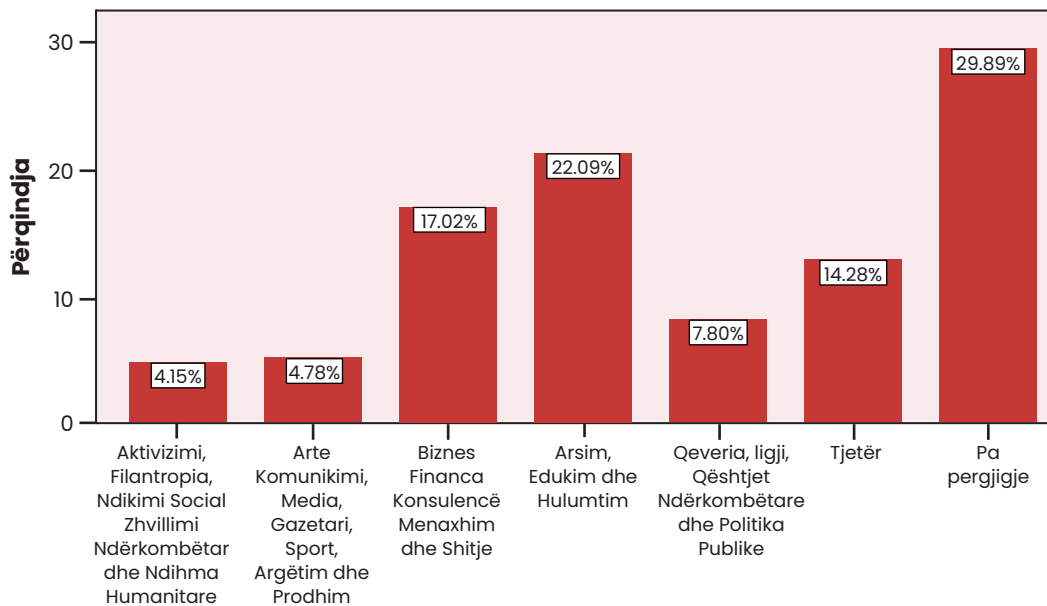
## Distribution of Graduate Students with Previous Internship or Training Experience in their Current Workplace



*Figure 4: Distribution of Graduate Students with Previous Internship or Training Experience in their Current Workplace*

According to the data, a significant portion of graduate students have previous internship or training experience in their current workplace. Out of the total respondents, 28.5% indicated that they have completed an internship or training in the institution where they currently work. This suggests that these students have had the opportunity to gain practical experience and familiarity with their current work environment prior to securing a permanent position. On the other hand, 44.2% of the graduate students reported not having previous internship or training experience in their current workplace.

## Distribution of Current Engagement/Employment Categories among Graduate Students



*Figure 5: Distribution of Current Engagement/Employment Categories among Graduate Students*

The data indicates that the majority of graduate students are engaged in Education, Training, and Research (22.1%), followed by Business, Finance, Consulting, Management, and Sales (17%).

This statistics provides valuable insights into the employment engagement of graduate students and can assist in developing targeted programs and policies to support and enhance their professional growth.

## Distribution of Current Roles among Graduate Students

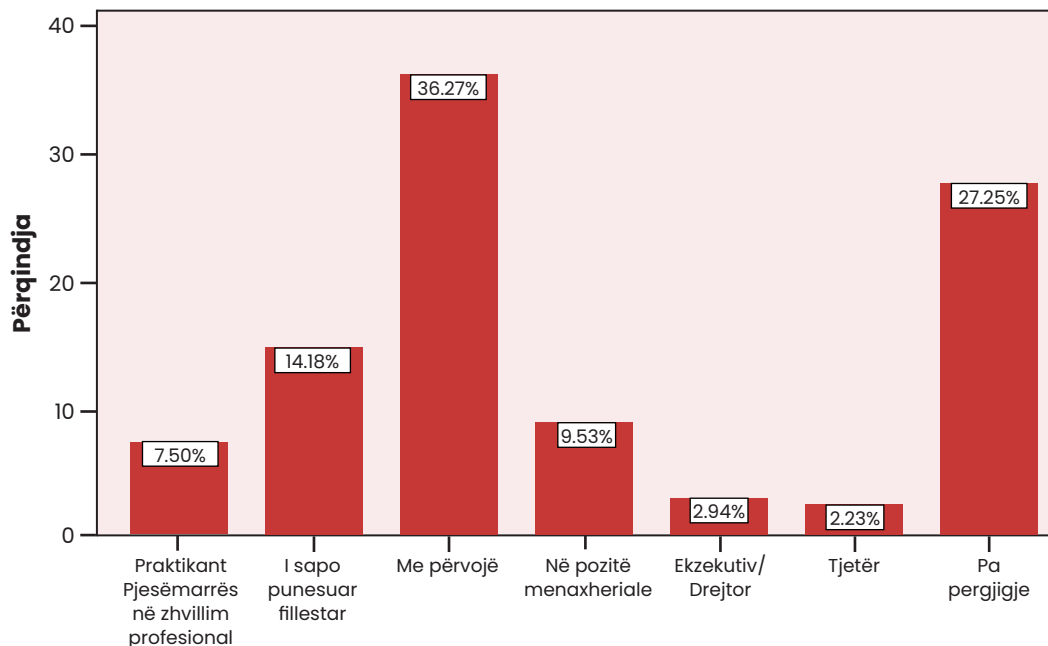
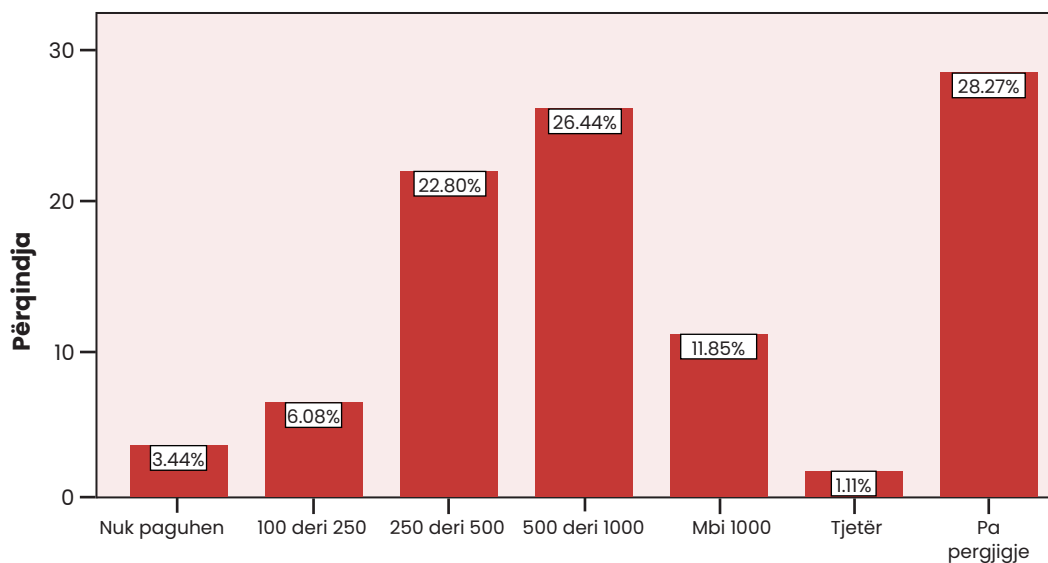


Figure 6: Distribution of Current Roles among Graduate Students

The graph shows that the majority of the surveyed graduate students fall under the category of “With experience” with a frequency of 358 (36.3%), while the category with the lowest frequency is “Executive/Director” with only 29 (2.9%) respondents.

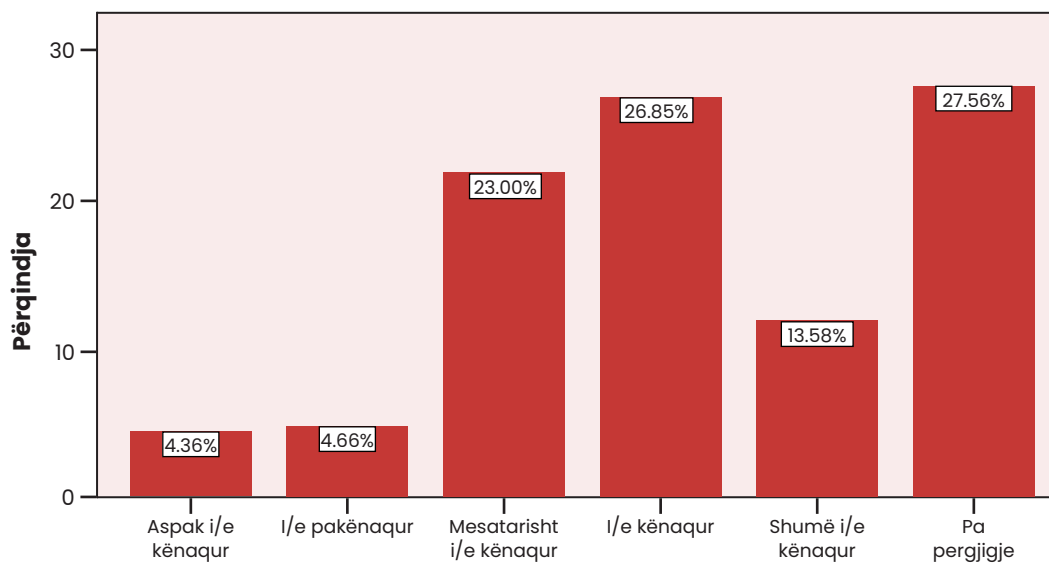
## Distribution of Current Salaries among Graduate Students



*Figure 7: Distribution of Current Salaries among Graduate Students*

The data suggests a diverse range of salary levels among the surveyed individuals, reflecting various income brackets and circumstances in their current employment situations. The majority of respondents, accounting for 26.4%, reported earning between 500 and 1000 Euros. Following closely behind, 22.8% of respondents indicated earning between 250 and 500 Euros.

## Satisfaction Levels with Current Employment



*Figure 8: Satisfaction Levels with Current Employment*

Out of the 987 participants, 265 (26.8%) reported being satisfied with their current employment, while 43 (4.4%) reported being not satisfied at all. The majority of the respondents (72.4%) provided answers, while 27.6% did not provide any answer. This information could be used to gain insights into the overall job satisfaction levels of the respondents and to identify areas for improvement in their work environment.

## Time Duration to Secure Employment After Bachelor Studies at UP

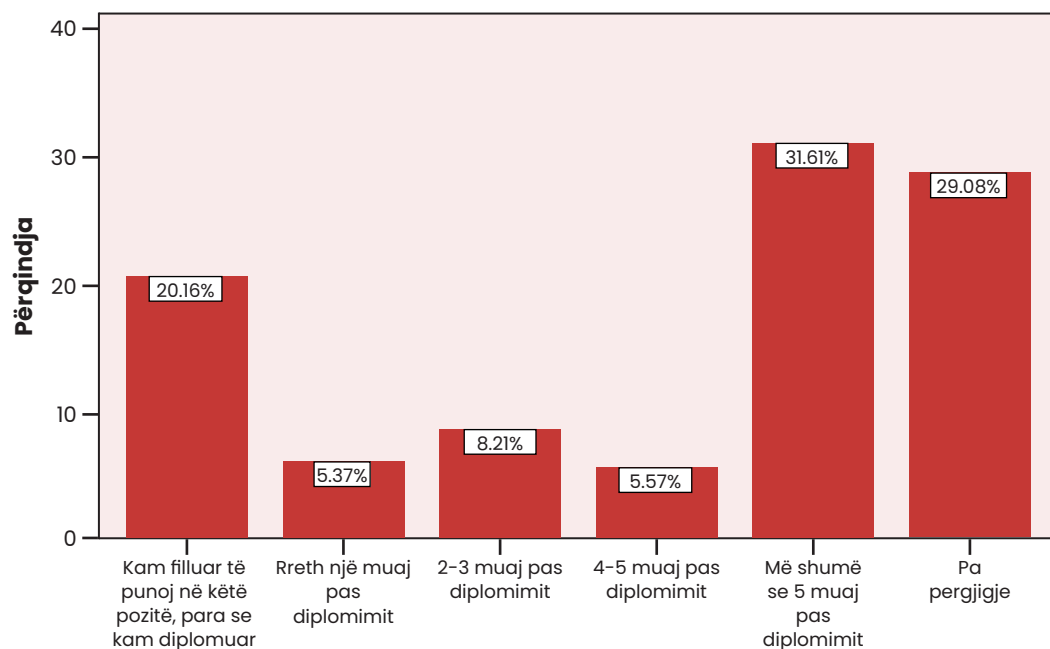
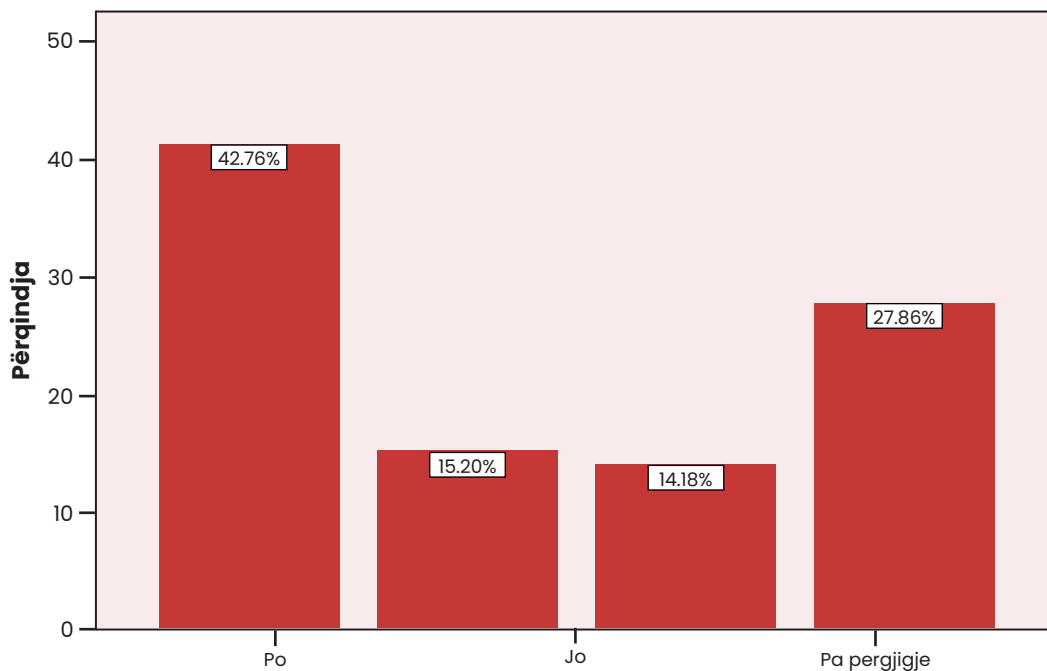


Figure 9: Time Duration to Secure Employment after Bachelor Studies at UP

Among the respondents, a significant portion (20.2%) indicated that they started working in their current position before graduating, highlighting the proactive approach taken by these individuals. Approximately 5.4% of the respondents reported securing a job within about a month after graduation, while 8.2% stated that it took them 2-3 months to find employment.

Another 5.6% mentioned a time frame of 4-5 months after graduation to secure a job. Notably, the majority of respondents (31.6%) reported that it took them more than 5 months to secure employment after graduating.

## Relationship between Field of Study at UP and Current Job Position



*Figure 10: Relationship between Field of Study at UP and Current Job Position*

Among the respondents, 42.8% indicated that their field of study is directly related to their current job position, reflecting a strong alignment between their educational background and professional roles. Additionally, 15.2% of respondents stated that their field of study is somewhat relevant to their current job, indicating a partial connection between their academic training and employment. On the other hand, 14.2% of respondents reported that their field of study is not related to their current job position, suggesting a deviation from their academic specialization.

## Alignment between UP Program and Current Job: Perceived Preparedness Levels

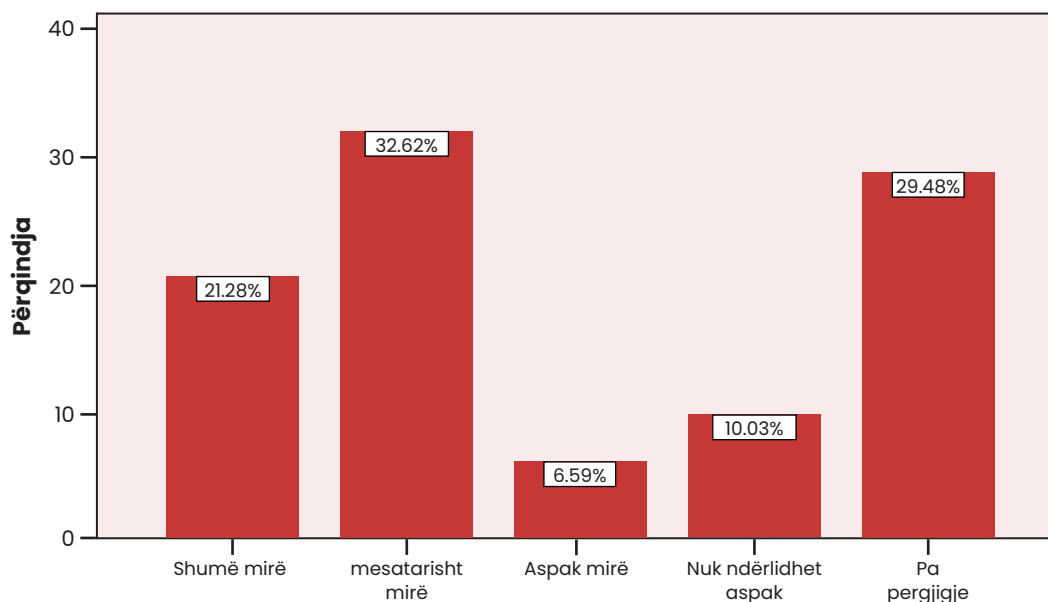
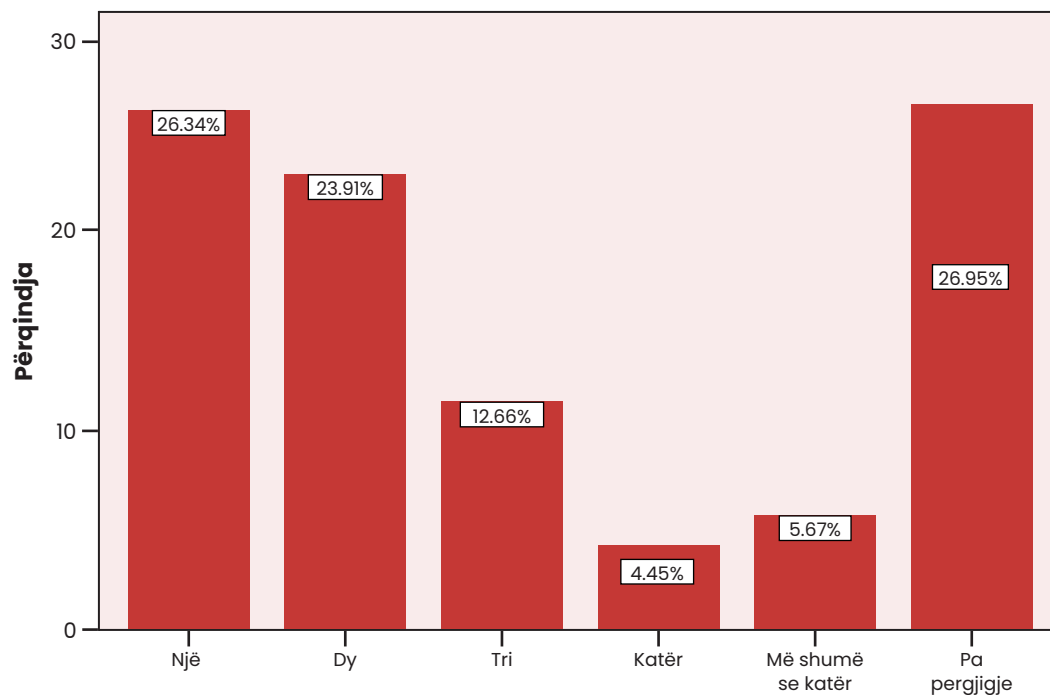


Figure 11: Alignment between UP Program and Current Job: Perceived Preparedness Levels

The data shows the respondents' perceptions regarding the level of preparedness of their UP program for their current job positions. Among the participants, 21.3% reported that their program prepared them very well for their current job, indicating a high level of alignment between their field of study and their professional role. A significant portion, 32.6%, expressed that their program provided an averagely good level of preparation. On the other hand, 6.6% stated that their program did not prepare them well at all for their current job, highlighting a perceived mismatch between their education and professional requirements. Furthermore, 10.0% of respondents indicated that their program was not related at all to their current job position, suggesting a lack of relevance.



## Distribution of the Number of Job Positions Held Since Graduation



*Figure 12: Distribution of the Number of Job Positions Held Since Graduation*

According to the survey data, the respondents reported varying levels of job mobility since their graduation. The majority of graduate students (26.3%) indicated that they have been engaged in one job position since their graduation. A significant portion of the respondents (23.9%) have experienced two job positions, while 12.7% have been engaged in three positions. A smaller percentage of respondents (4.5%) reported having worked in four job positions. Interestingly, 5.7% of the respondents indicated that they have been engaged in more than four job positions since their graduation, demonstrating a higher level of job mobility and career exploration.

## CONTINUATION OF STUDIES OF GRADUATE STUDENTS: Insights and Analysis

### Current Academic Status of Graduate Students at UP

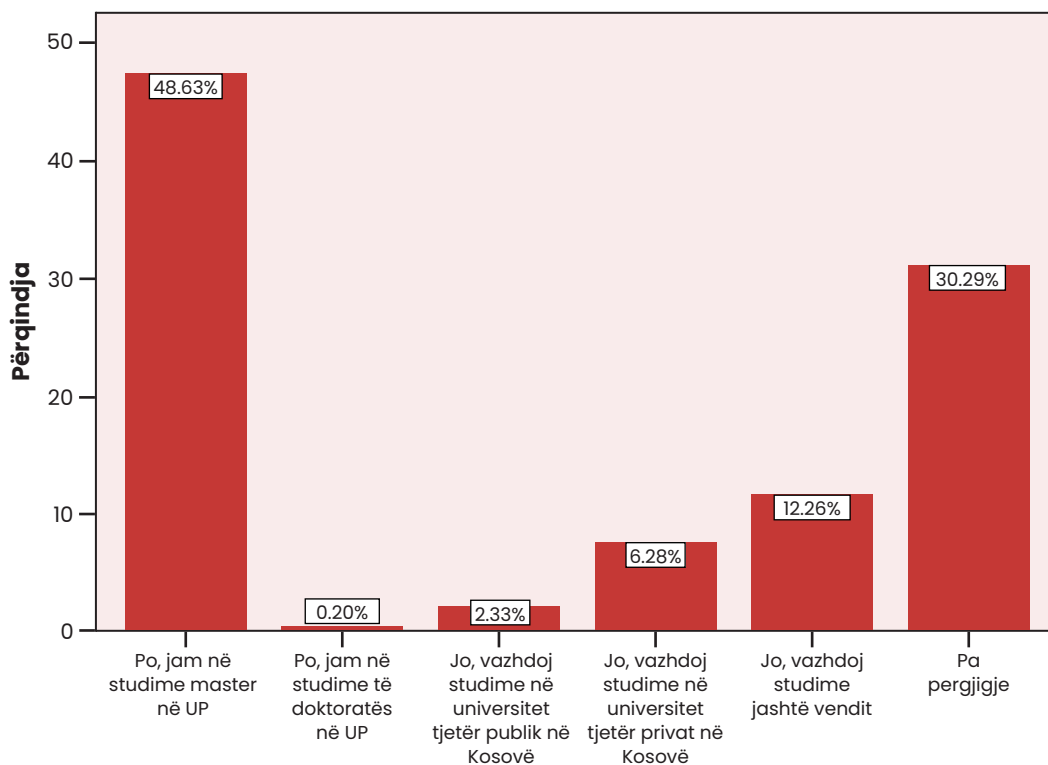


Figure 13: Current Academic Status of Graduate Students at UP

Among the respondents, 48.6% reported being enrolled in master's studies at UP, indicating a significant portion of the surveyed population pursuing advanced education within the university.

Only a small percentage (0.2%) identified themselves as PhD students at UP, suggesting a relatively lower representation of doctoral studies. Additionally, a portion of respondents (2.3%) reported continuing their studies at other public universities in Kosovo, while 6.3% opted for private universities within Kosovo. Interestingly, a noteworthy number (12.3%) stated that they were pursuing their studies abroad, indicating the global mobility and diverse educational paths pursued by graduate students.

## Distribution of Graduate Students Continued Their Studies in the Same Field of Study

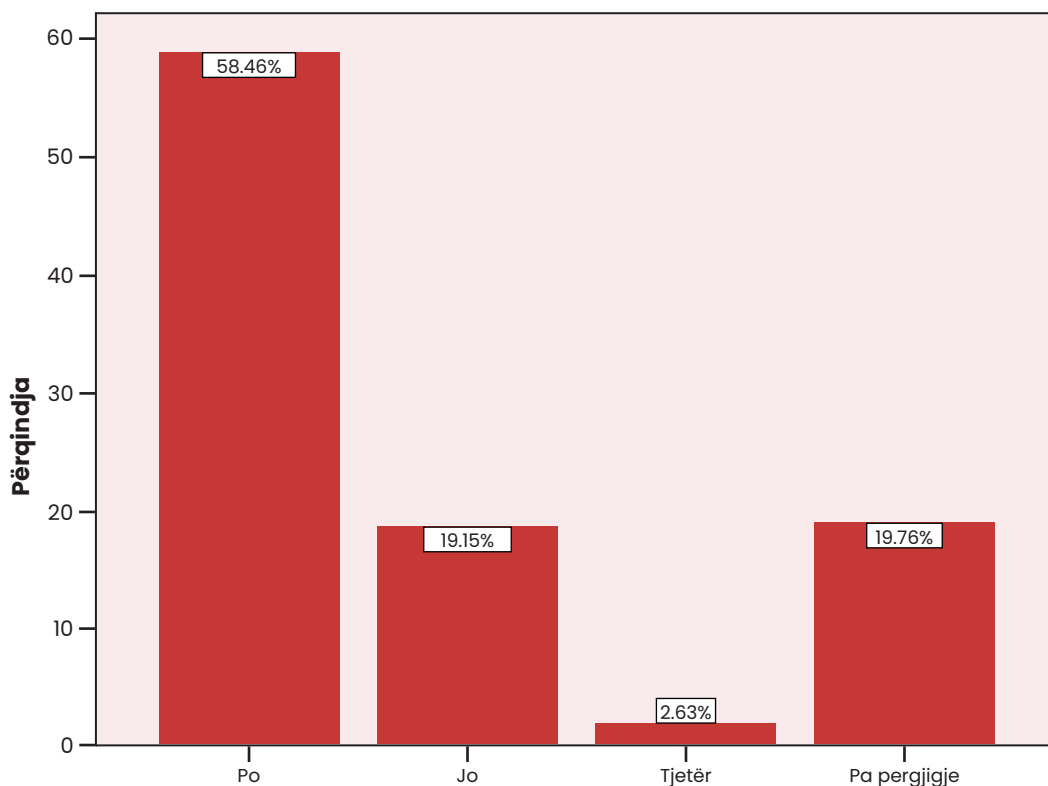


Figure 14: Distribution of Graduate Students Continued Their Studies in the Same Field of Study

The graph presents the distribution of graduate students in relation to whether they continued their studies in the same field. The data shows that the majority of participants, comprising 58.5%, responded affirmatively, indicating that they pursued further education within their field of study. On the other hand, 19.1% of respondents indicated that they did not continue their studies in the same field.

## Distribution of Reasons for Pursuing Further Studies among Graduate Students

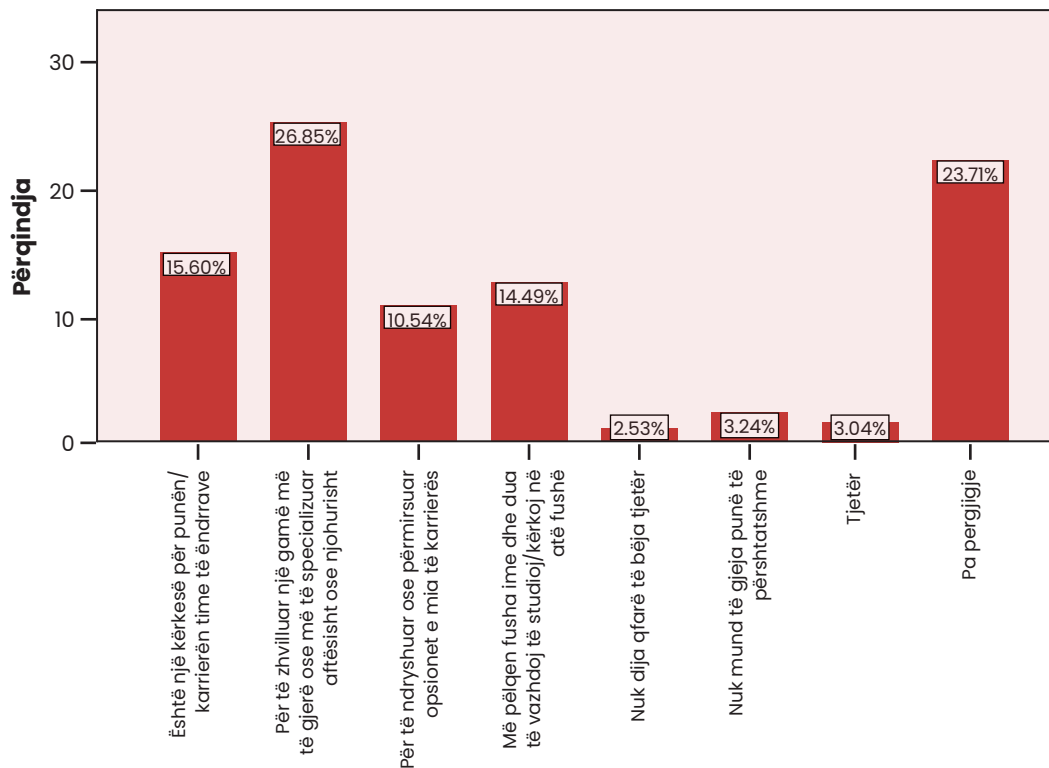


Figure 15: Distribution of Reasons for Pursuing Further Studies among Graduate Students

The survey findings reveal several motivations among the respondents for pursuing further studies. It is noteworthy that 15.6% of the total respondents indicated that they pursued further studies due to its requirement for their dream job or career. Another substantial group, accounting for 26.8%, expressed their motivation to develop a broader or more specialized skill set and knowledge. Additionally, 10.5% of the respondents mentioned their aspiration to change or enhance their career options. A notable 14.5% of the participants expressed their decision to continue studying or researching in their field driven by their passion for the subject.

## IN SEARCH OF EMPLOYMENT OF GRADUATE STUDENTS: Insights and Analysis

### Distribution of Job Applications Made So Far

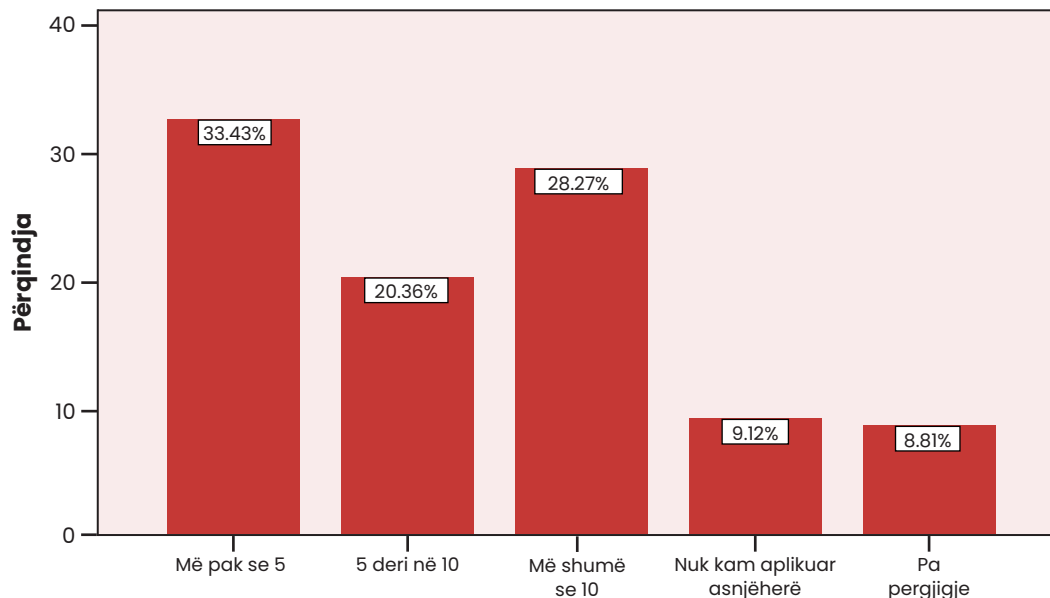


Figure 16: Distribution of Job Applications Made So Far

Among the participants, 33.4% reported making less than 5 job applications, indicating a relatively lower level of job search activity. A total of 20.4% of respondents stated that they had submitted 5 to 10 job applications, reflecting a moderate level of job-seeking effort. Furthermore, 28.3% of participants reported submitting more than 10 job applications, indicating a higher level of engagement in the job search process.

## THEIR EXPERIENCE AT THE UNIVERSITY OF PRISTINA

### Work Experience of Bachelor Students at UP at the Time of Registration

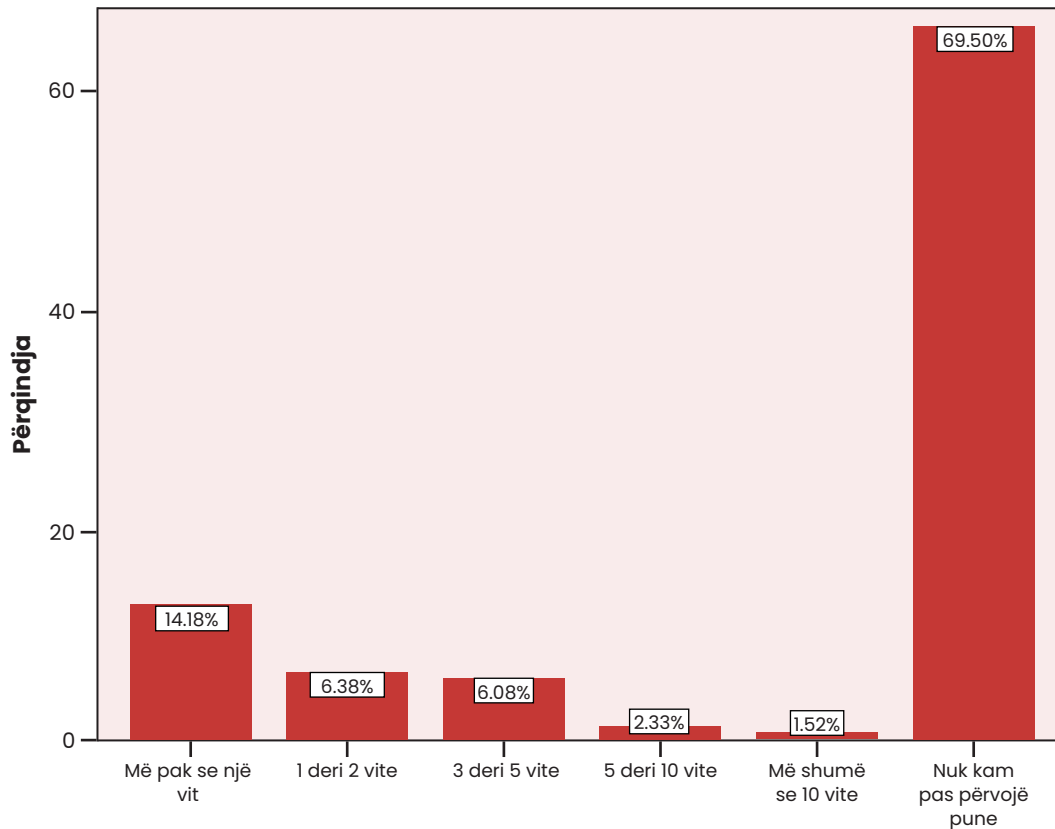
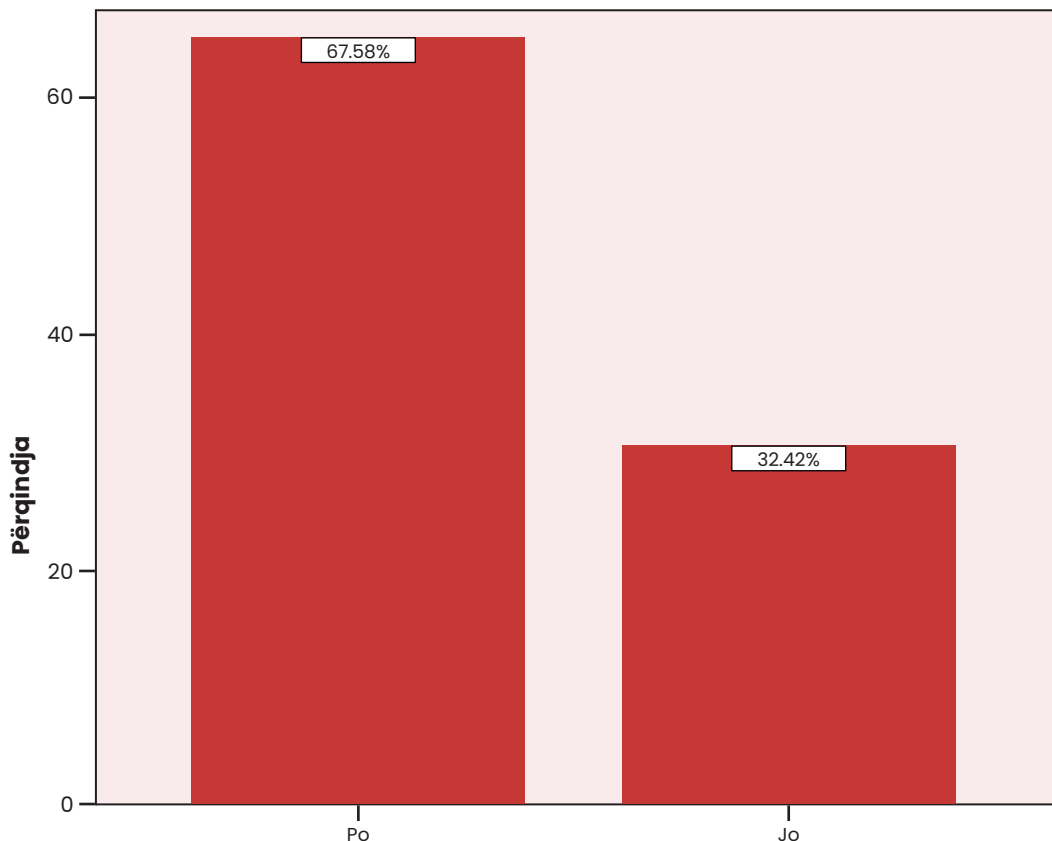


Figure 17: Work Experience of Bachelor Students at UP at the Time of Registration

The majority of students, accounting for 69.5%, reported having no work experience. Among those who had some work experience, the distribution was as follows: 14.2% had less than a year of experience, 6.4% had 1 to 2 years, 6.1% had 3 to 5 years, 2.3% had 6 to 10 years, and 1.5% had more than 10 years of experience.

This information suggests that a significant portion of students enter their Bachelor studies without prior work experience, while others bring varying levels of experience, which may contribute to their academic and career development during their studies.

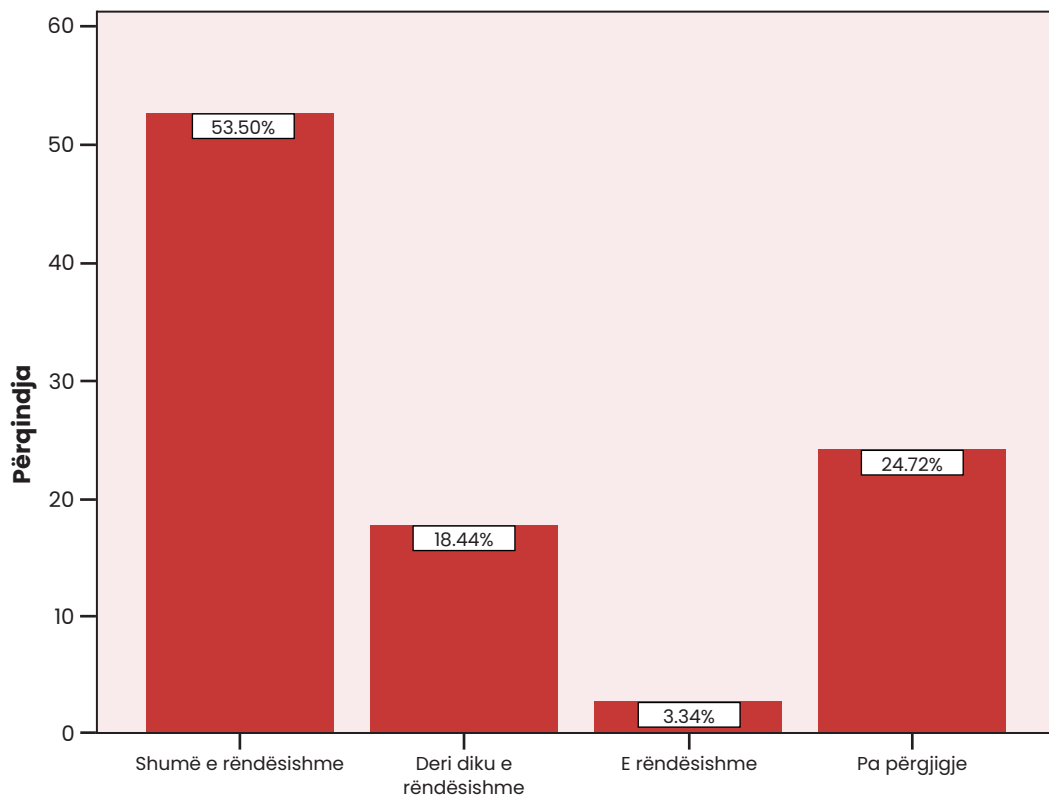
## Practical Work Experience during Graduate Studies



*Figure 18: Practical Work Experience during Graduate Studies*

A significant majority of respondents, comprising 67.6% of the participants, indicated that they had engaged in practical work during their studies. This demonstrates a widespread involvement in hands-on experiences that complemented their academic pursuits. On the other hand, 32.4% of respondents reported not having practical work experience during their graduate studies. This variation suggests a diversity in educational approaches, with some programs placing greater emphasis on practical training while others may focus more on theoretical knowledge. The findings highlight the importance of practical work as a valuable component of graduate education, contributing to the overall development and readiness of students for professional careers.

## The Significance of Internships in Skill and Knowledge Development for Long-Term Career Goals



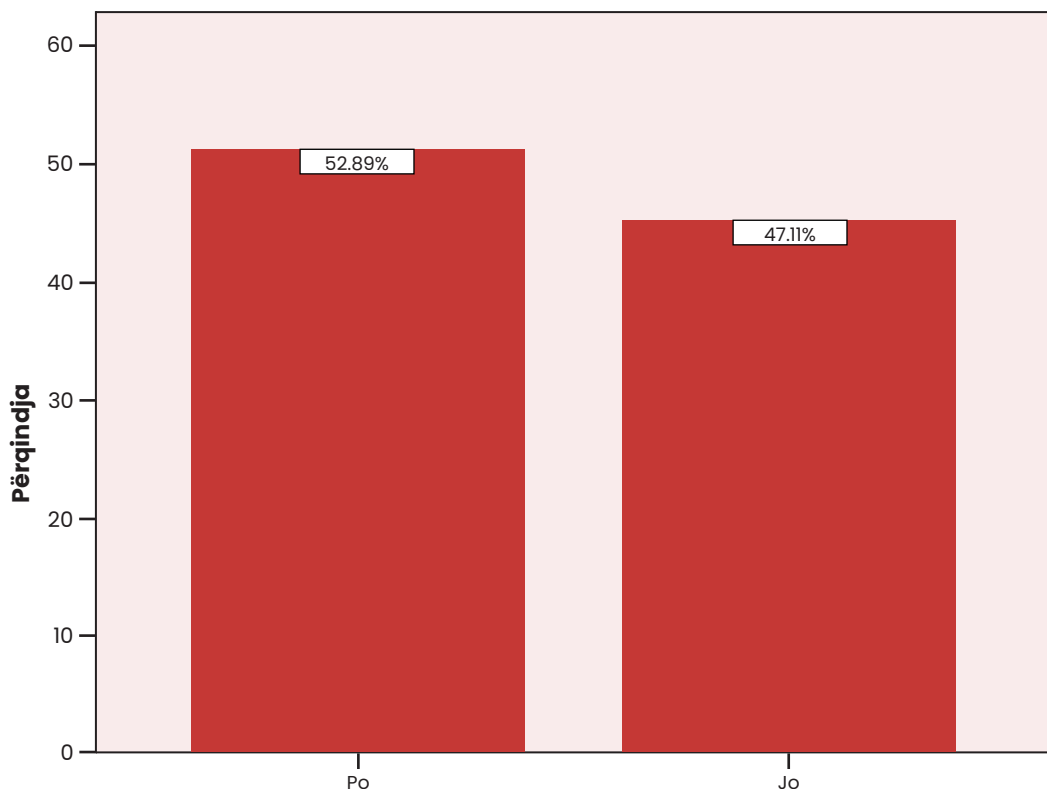
*Figure 19: The Significance of Internships in Skill and Knowledge Development for Long-Term Career Goals*

Internships play a vital role in the development of skills and knowledge that are essential for achieving long-term career goals. According to the survey respondents, a significant number of individuals (53.5%) considered internships to be very important in this regard. These valuable learning experiences provide practical exposure to real-world work environments, allowing individuals to apply and enhance the theoretical knowledge gained during their studies. By actively participating in internships, individuals can acquire industry-specific skills, gain insights into professional practices, and develop a deeper understanding of their chosen career paths.

Additionally, 18.4% of respondents acknowledged that internships were somewhat important in terms of skill and knowledge development, highlighting their valuable contribution to career advancement. However, it is worth noting that a small percentage (3.3%) believed that internships were not important.



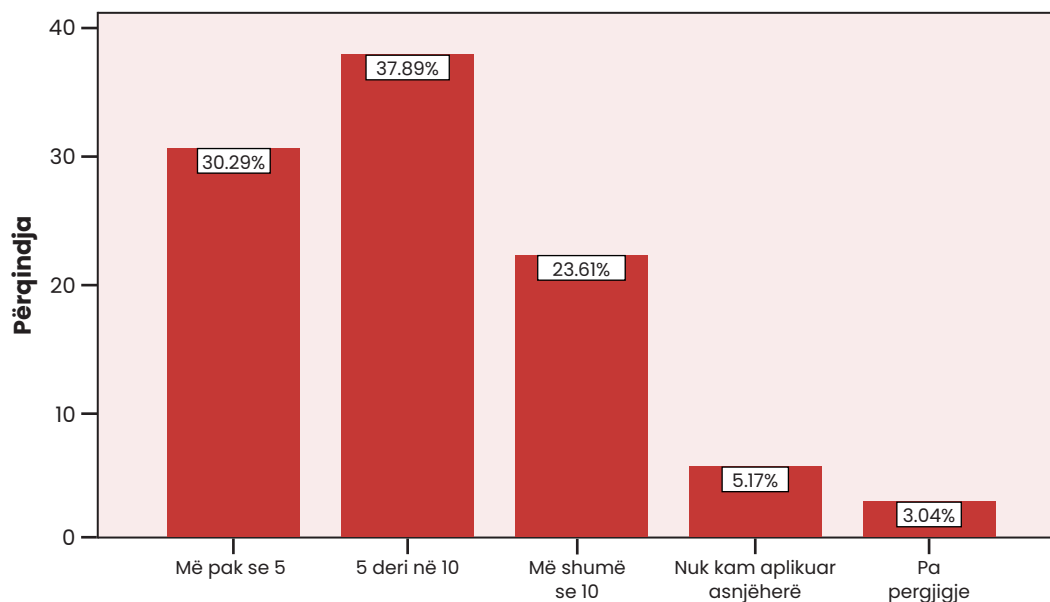
## Engagement in Volunteer Work during Studies



*Figure 20: Engagement in Volunteer Work during Studies*

Engagement in volunteer work during studies is a significant aspect of personal and professional development. According to the survey results, a majority of respondents, 52.9%, indicated that they have participated in volunteer work during their studies. This highlights a commendable commitment to giving back to the community and gaining valuable experiences beyond the academic curriculum. The findings suggest that these students actively seek opportunities to make a positive impact and contribute to causes they believe in. On the other hand, 47.1% of respondents did not participate in volunteer work during their studies, indicating that their focus may have been primarily on academic pursuits or other commitments.

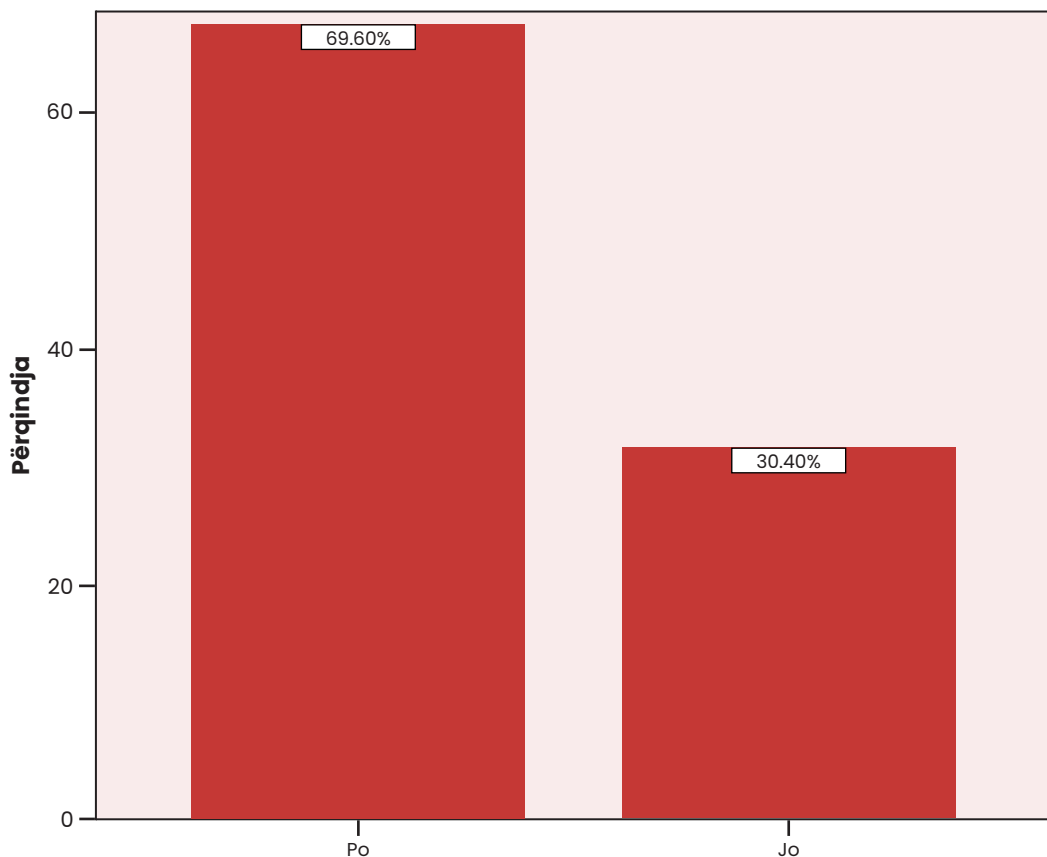
## The Impact of UP Experience on Personal and Professional Growth



*Figure 21: The Impact of UP Experience on Personal and Professional Growth*

A significant portion of respondents, 30.3%, expressed that they completely agree with the statement, emphasizing the profound influence of their time at UP on shaping who they are today, both personally and professionally. Additionally, 37.9% agreed with the statement, acknowledging a notable impact but perhaps not to the same extent as those who completely agreed. On the other hand, 5.2% of respondents disagreed with the statement, suggesting that their experience at UP may not have had a significant impact on their personal and professional development. A smaller subset, 3.0%, expressed strong disagreement, indicating that their time at UP had little to no influence on their current self. These diverse perspectives provide valuable insights into the varied ways in which individuals perceive the impact of their UP experience on their overall growth.

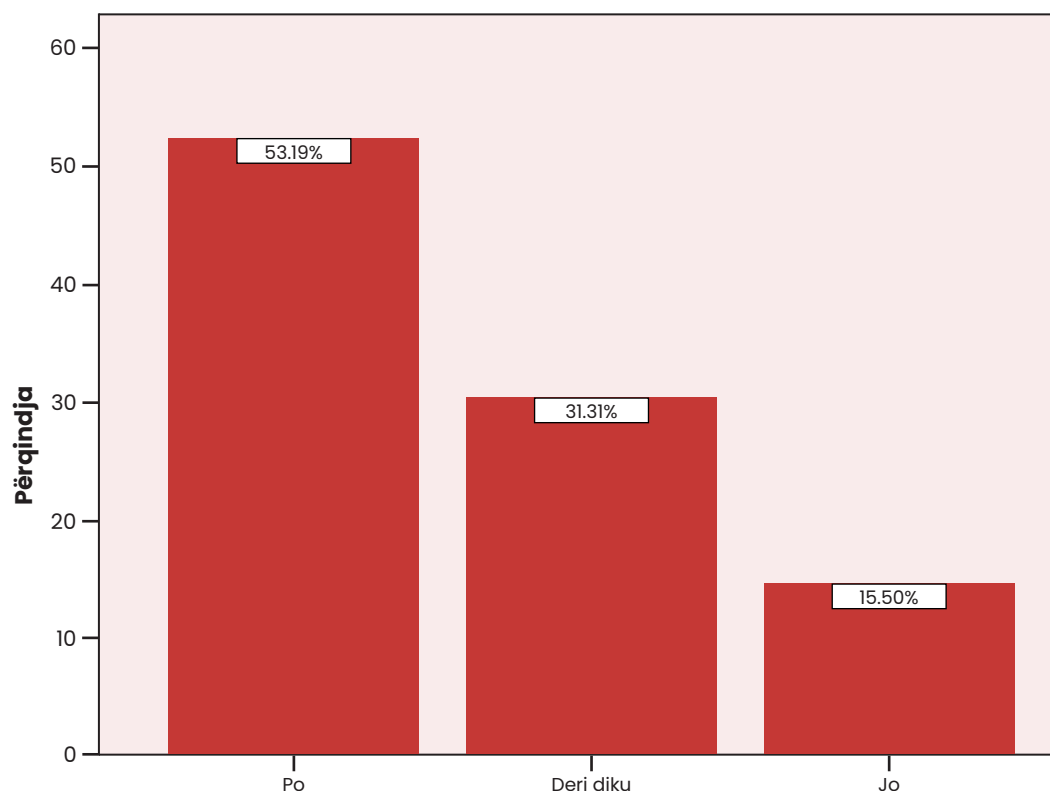
## Retrospective Satisfaction: Revisiting the Choice of Study Program



*Figure 22: Retrospective Satisfaction: Revisiting the Choice of Study Program*

A significant proportion, comprising 69.6% of participants, expressed that if given the choice again, they would indeed enroll in the same study program. This suggests a positive sentiment and a reaffirmation of their decision to pursue their chosen field of study. On the other hand, 30.4% of respondents indicated that they would not opt for the same study program if given another opportunity. This subset of individuals may have encountered factors that influenced their dissatisfaction or altered their perspective since their initial enrollment. Understanding these divergent viewpoints can provide valuable insights into the experiences and perceptions of students in relation to their study programs.

## Recommendation of Basic Studies Program at UP: Insights from Current Students



*Figure 23: Recommendation of Basic Studies Program at UP*

Based on the responses from the survey, the majority of students had positive feedback regarding their basic studies program at UP. A significant number of participants, comprising 53.2%, expressed a strong affirmation and would willingly recommend the program to others. They highlighted the enriching learning experiences, comprehensive curriculum, and supportive academic environment as key factors contributing to their satisfaction. Another substantial portion, accounting for 31.3%, provided a more moderate response, indicating that they somewhat recommend the program. On the other hand, a smaller percentage of respondents, totaling 15.5%, did not recommend the basic studies program at UP. They cited various concerns such as curriculum alignment with career goals, teaching methodologies, or overall program quality.

## Participation in Career Development Center Events and Activities

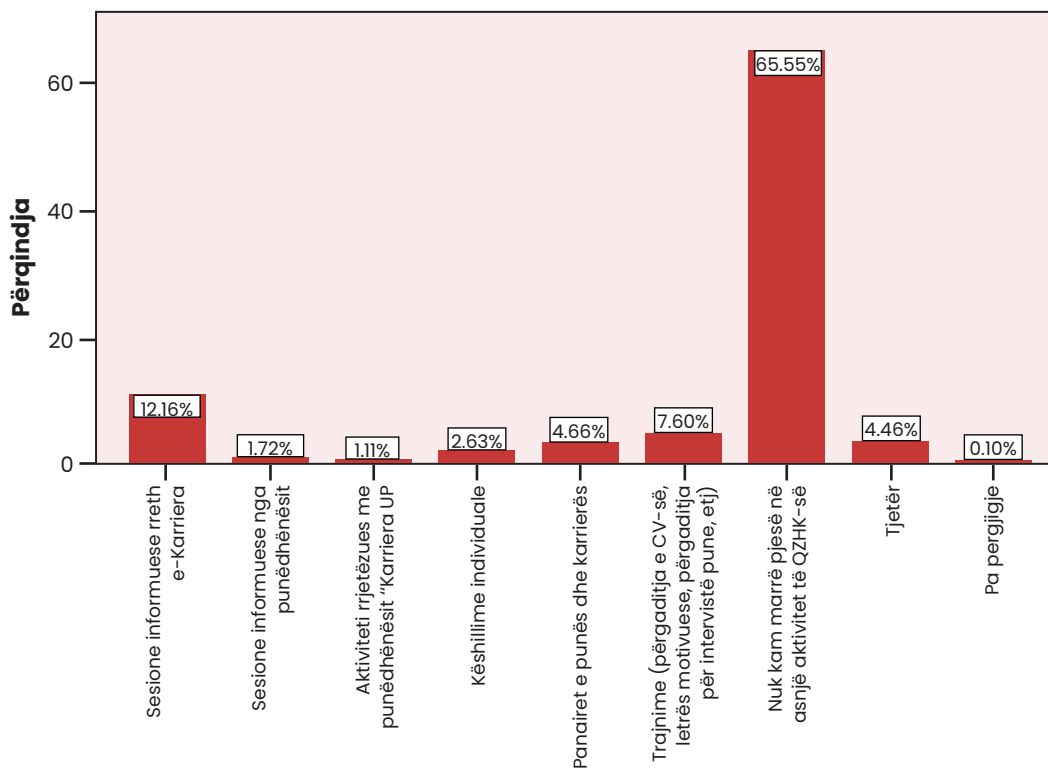


Figure 24: Participation in Career Development Center Events and Activities

Among the respondents, 12.2% reported attending information sessions about e-Careers, indicating their interest in staying updated on the latest developments in the digital job market. Additionally, 1.7% of students attended information sessions conducted by employers, suggesting their eagerness to gain industry-specific insights and potential employment opportunities. The networking activity with employers, known as "KarrieraUP," attracted 1.1% of respondents, highlighting their active engagement in building professional connections. Individual counseling sessions were attended by 2.6% of students, indicating a desire for personalized career guidance. Job and career fairs were attended by 4.7% of students, showcasing their interest in exploring job prospects and networking with potential employers. Furthermore, 7.6% of respondents participated in training sessions focused on enhancing their job application skills such as CV preparation, cover letter writing, and interview techniques. Interestingly, a majority of students (65.6%) did not participate in any activity organized by the Career Development Center, indicating potential opportunities to increase engagement and raise awareness of the available resources.

## Reasons for Non-Participation in Center for Career Development Activities

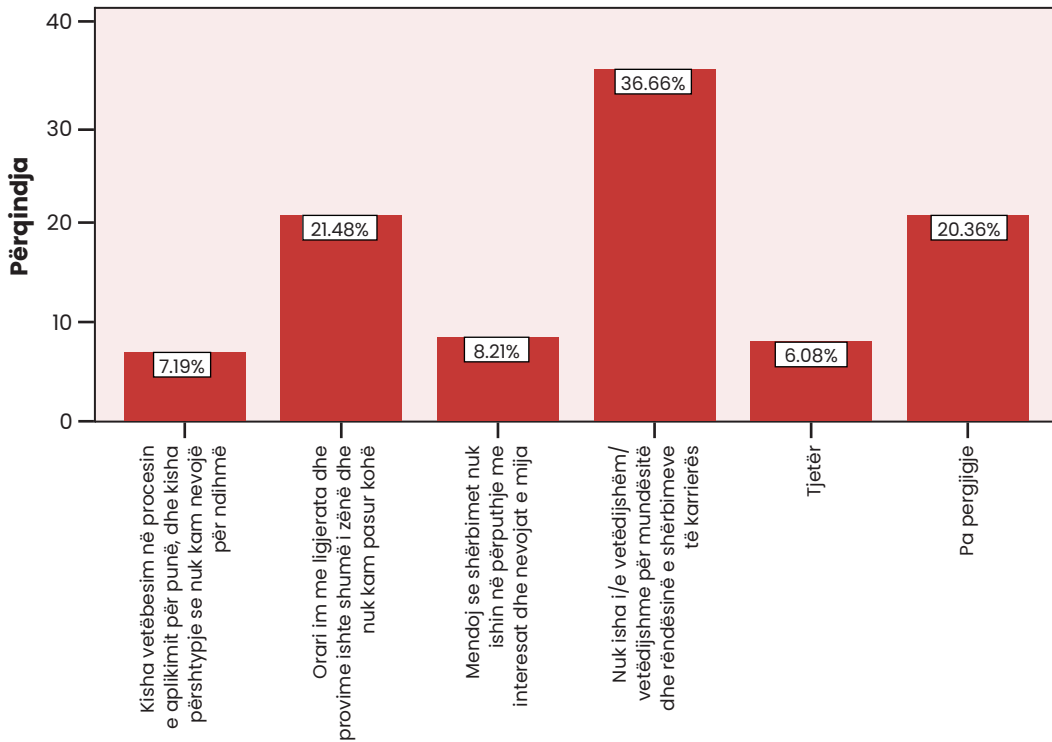


Figure 25: Reasons for Non-Participation in Center for Career Development Activities

In this analysis, we explore the reasons why graduate students at UP have not participated in any activities offered by the Career Development Center (CZhK). The data reveals valuable insights into the factors influencing non-participation. Among the respondents, 7.2% indicated that they were confident in the job application process and believed they didn't require any assistance. A significant portion, 21.5%, cited their busy schedules with lectures and exams as the primary reason for their non-participation. Additionally, 8.2% felt that the services provided by CDC did not align with their interests and needs. Surprisingly, a substantial 36.7% stated that they were not aware of the opportunities and importance of career services.

## STATISTICAL RELATIONSHIPS BETWEEN VARIABLES

The results presented below indicate possible statistical relationships between the study variables. The analysis of the results was conducted based on the research questions that guided this study.

The results presented in Table 3 show whether the current status of respondents varies depending on the faculty in which they graduated. According to the statistical results, the chi-square value is 145.512 with 52 degrees of freedom and is statistically significant ( $p < .001$ ). This indicates that there is a significant relationship between the analyzed variables (faculty of graduation and current status). Therefore, the current status of graduates varies considerably across different faculties.

*Table 3. Analysis of the relationship between the faculty of graduation and respondents' current status*

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	145.512 <sup>a</sup>	52	.000
Likelihood Ratio	153.810	52	.000
Linear-by-Linear Association	.365	1	.546
N of Valid Cases	987		
a. 35 cells (50.0%) have expected count less than 5. The minimum expected count is .12.			

Based on the presented diagram below, we observe that the Faculty of Philosophy (15.6%), the Faculty of Construction (7.60%), and the Faculty of Education (5.57%) have a higher percentage of graduates employed full-time compared to other faculties. This suggests that graduates from these faculties are more likely to secure full-time employment after graduation.

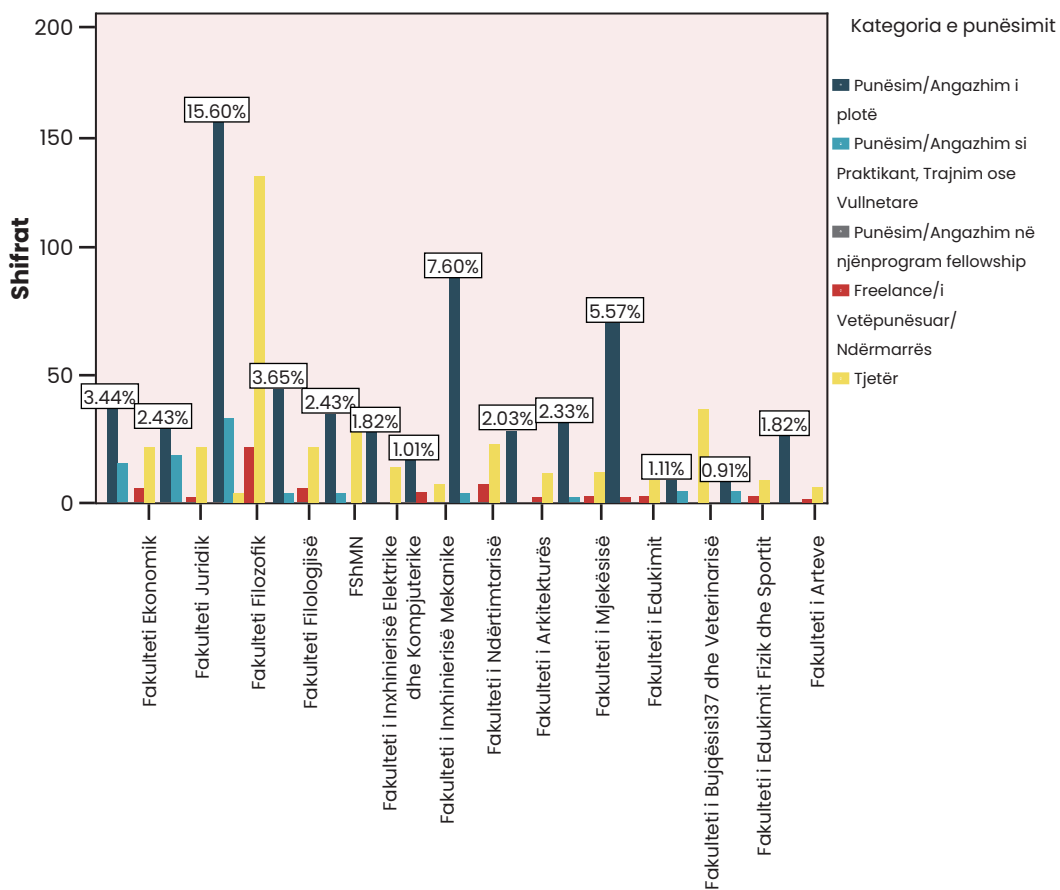


Figure 26. Correlation between the current status of the respondents and the faculty in which they graduated

These findings indicate that these specific faculties offer programs or courses that are highly valued by employers or have strong connections with relevant industries for full-time employment opportunities. Additionally, it can be suggested that graduates from these faculties possess skills and qualifications that are in demand in the job market. Furthermore, out of a total of 338 graduates from the Faculty of Philosophy, 137 (40.5%) are employed full-time. Out of a total of 101 graduates from the Faculty of Construction, 57 (56.4%) are employed full-time. And out of a total of 77 graduates from the Faculty of Education, 42 (54.5%) are employed full-time.



## How does gender affect the likelihood of full-time, part-time, or unemployment employment?

The chi-square test allows us to understand the difference between observed and expected frequencies in each cell of the table. A higher chi-square value indicates a stronger relationship between variables. In this analysis, the chi-square value of 28.610 suggests that there is a significant relationship between gender and the current status of respondents. The Asymp. Sig. (2-sided) represents the p-value associated with the chi-square test statistic.

*Table 4. Distribution of current status by gender*

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.610 <sup>a</sup>	7	.000
Likelihood Ratio	29.467	7	.000
Linear-by-Linear Association	7.549	1	.006
N of Valid Cases	987		
a. 1 cells (6.3%) have expected count less than 5. The minimum expected count is 4.72.			

A p-value of .000 indicates that the probability of obtaining a chi-square value as extreme as 28.610, or more extreme, under the null hypothesis or the hypothesis of independence, is very low. In other words, the p-value suggests strong evidence to reject the null hypothesis and conclude that there is a significant relationship between gender and the current status of the respondents.

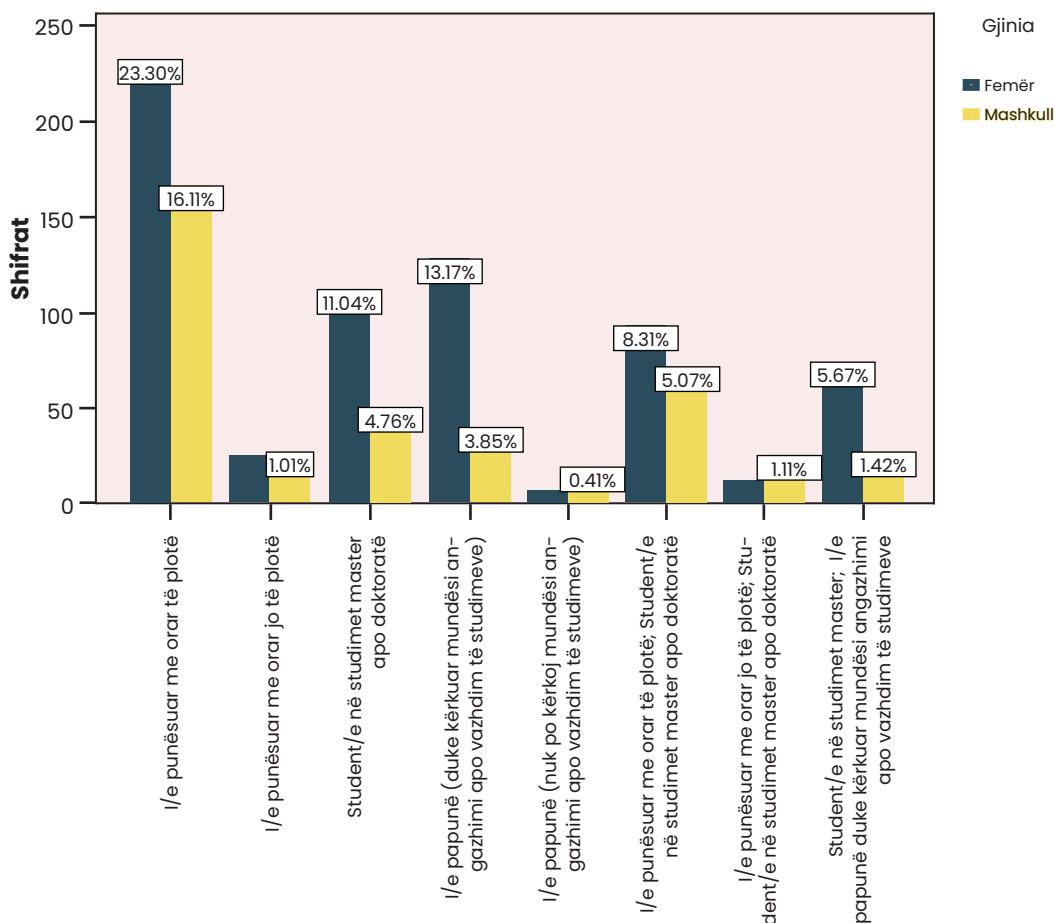


Figure 27. Distribution of current status by gender

The cross-tabulation table provides a summary of the relationship between gender and current status. The data shows that among females and males, the most common status is “Employed full-time,” accounting for 59.1% and 40.9%, respectively. Additionally, “Student in master’s or doctoral studies” is another significant category, comprising 16.7% of females and 14.1% of males. “Unemployed (seeking employment or continuing studies)” is prevalent in both genders, representing 19.9% of females and 11.4% of males. The least prevalent category is “Employed part-time,” with percentages ranging from 3.0% to 3.8%. These findings highlight the influence of gender on employment status and suggest that gender plays a role in determining the likelihood of being employed full-time, part-time, or being unemployed. Analyzing the percentages of results for females in each employment status category, we can observe that the “Unemployed (seeking employment or continuing studies)” category has the highest percentage in the column for females, which is 19.9%. This suggests that the “Unemployed (seeking employment or continuing studies)” category affects females more, indicating that females have a

higher likelihood of being in this employment status category compared to other categories.

After analyzing the percentages in the column for males in each employment status category, we find that the “Employed with full-time hours” category has the highest percentage in the column for males, which is 47.7%. This suggests that the “Employed with full-time hours” category affects males more, implying that males have a higher likelihood of being in this employment status category compared to other categories.

### Are there gender differences in the types of industries or professions in which they are employed?

The chi-square value of 69.698 and a p-value ( $p < .001$ ) suggest that there are gender differences in the types of industries or professions in which the respondents are employed. This indicates that gender has a significant association with the choice of industry or profession. The results of the analysis suggest that gender has a significant influence on career decision-making and professional orientation.

*Table 5. Distribution of industries/professions by gender*

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	69.698 <sup>a</sup>	6	.000
Likelihood Ratio	69.744	6	.000
Linear-by-Linear Association	14.713	1	.000
N of Valid Cases	987		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.83.			

The cross-tabulation table analyzes the relationship between gender and employment categories in different fields. For females, the highest proportion is found in “Education, Training, and Research” (25.2%), “Business, Finance, Consulting, Management, and Sales” (12.2%), and “Government, Law, International Affairs, and Public Policy” (6.6%). On the other hand, males are predominantly engaged in “Business, Finance, Consulting, Management, and Sales” (26.4%), “Government, Law, International Affairs, and Public Policy” (18.9%), and “Arts, Communication, Media, Journalism, Sports, Entertainment, and Production” (6.3%). Overall, the most common employment categories for both genders are “Government, Law, International Affairs, and Public Policy” (22.1%), “Education, Training, and Research” (22.1%), and “Business, Finance, Consulting, Management, and Sales” (17.0%).

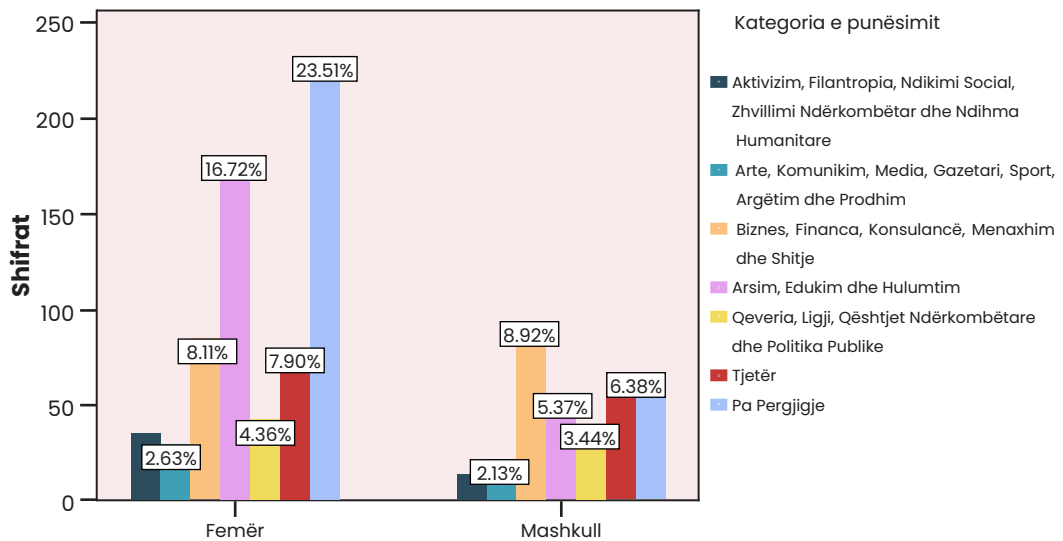


Figure 28. Distribution of industries/professions by gender

The table provides percentages within each gender and employment category, allowing for a comprehensive understanding of the distribution and gender differences in various industries and professions.

### Is there a statistically significant relationship between completing internships during studies and the duration of job search?

The data in the table show the results of chi-square tests conducted to assess the relationship between completion of internships during studies and the duration of job search. The Pearson chi-square value is 836.784 with 10 degrees of freedom, and the associated p-value is .000, indicating a significant relationship between the variables. The odds ratio chi-square value is 903.159, also with 10 degrees of freedom, and a p-value of .000. The linear association chi-square value is 286.560 with 1 degree of freedom and a p-value of .000. These results suggest a strong relationship between the completion of internships and the duration of job search.

Table 6. The relationship between the completion of practical work during studies and the length of time to find a job

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	836.784 <sup>a</sup>	10	.000
Likelihood Ratio	903.159	10	.000
Linear-by-Linear Association	286.560	1	.000
N of Valid Cases	987		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.50.

The contingency table explores the relationship between completion of internships during studies and the duration of job search. The table is divided into two main categories: those who have completed an internship and those who have not. Among those who have completed an internship, the majority (31.6%) found a job more than 5 months after graduation, while smaller percentages found employment before graduation (20.2%), within approximately one month (5.4%), within 2-3 months (8.2%), within 4-5 months (5.6%), and a smaller portion did not provide a response (29.1%)

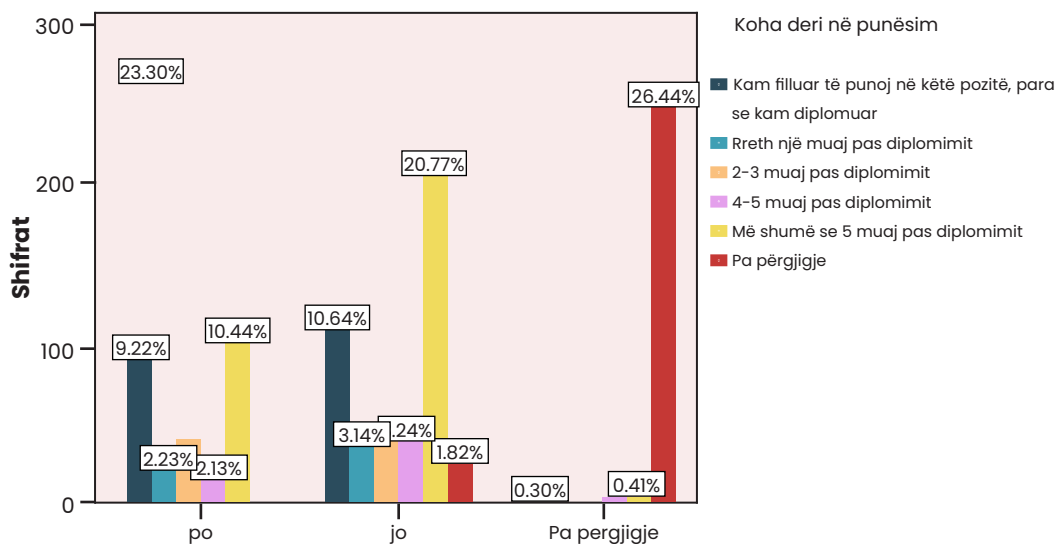


Figure 29. The relationship between the completion of practical work during studies and the length of time to find a job

On the other hand, among those who have not completed an internship, the largest percentage (47.0%) found a job more than 5 months after graduation, followed by those who found employment before graduation (24.1%), within approximately one month (7.1%), within 2-3 months (10.3%), within 4-5 months (7.3%), and a smaller percentage did not provide a response (4.1%).

Overall, these results suggest that the completion of internships during studies is associated with a shorter job search duration.

### Is there a statistically significant relationship between job sector and satisfaction with current employment?

The data show significant relationships between the variables. The Pearson Chi-square value is 834.127 with 30 degrees of freedom, and a p-value of 0.000, indicating a highly significant relationship between the variables.

*Table 7. Relationship between job sector and satisfaction with current employment*

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	834.127 <sup>a</sup>	30	.000
Likelihood Ratio	901.041	30	.000
Linear-by-Linear Association	270.485	1	.000
N of Valid Cases	987		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 1.79.			

Based on the data results, we can conclude the level of satisfaction in each work sector to determine the sectors that are more likely to be satisfied or dissatisfied. To assess this, we can look at the percentage of responses from respondents who reported being "Satisfied" or "Very satisfied" with their current job.

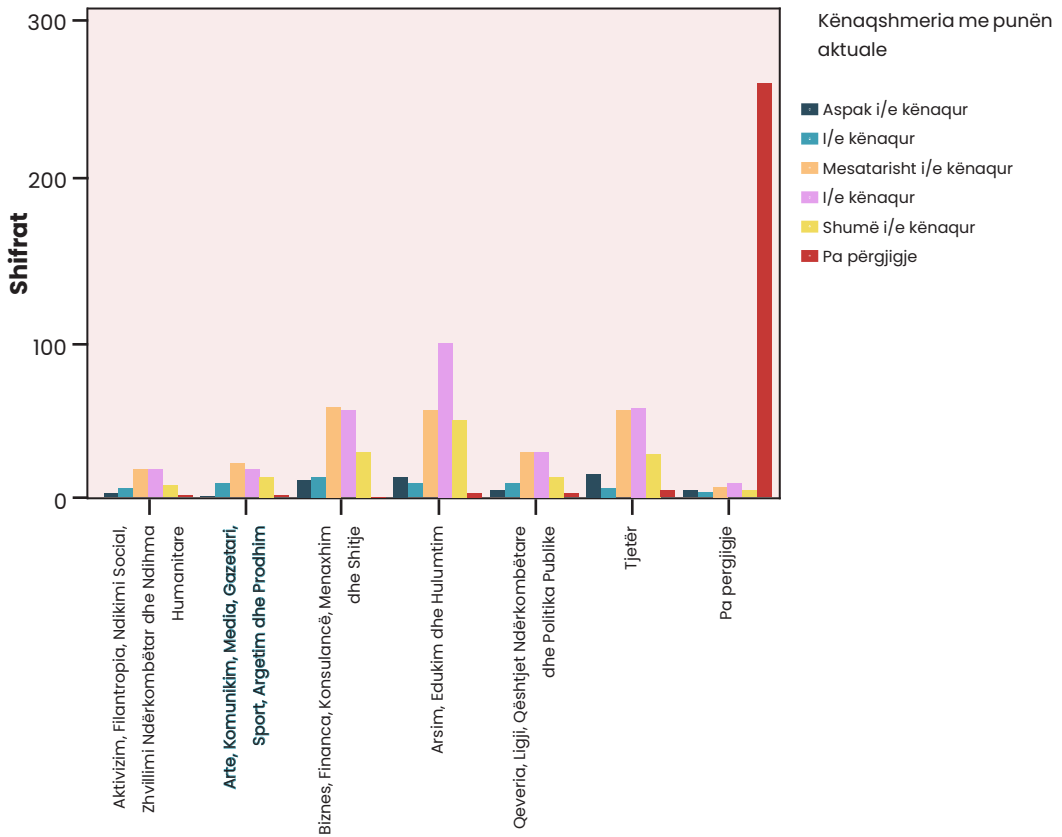


Figure 30. Relationship between job sector and satisfaction with current employment

From the given table, it appears that the “Business, Finance, Consulting, Management, and Sales” sector has the highest percentage of satisfied individuals, with 32.9% reporting being “Satisfied” or “Very satisfied” with their current job.

On the other hand, the “Arts, Communication, Media, Journalism, Sports, Entertainment, and Production” sector has the lowest percentage of satisfied individuals, with only 11.6% reporting being “Satisfied” or “Very satisfied” with their current job.

**Is there a statistically significant relationship between the status of respondents and satisfaction with studies at UP?**

The statistical analysis conducted to investigate the correlation between the respondents’ status and their satisfaction with the study experience at UP resulted in the following results.

Table 8. Correlation between the status of respondents and satisfaction with studies at UP

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.595 <sup>a</sup>	28	.595
Likelihood Ratio	31.205	28	.308
Linear-by-Linear Association	.065	1	.799
N of Valid Cases	987		

The Pearson Chi-Square test yielded a value of 25.595 with 28 degrees of freedom, resulting in a significance level of .595. Similarly, the Likelihood Ratio test resulted in a value of 31.205 with the same degrees of freedom, indicating a significance level of .308. The Linear-by-Linear Association test resulted in a value of .065 with 1 degree of freedom, indicating a high p-value of .799.

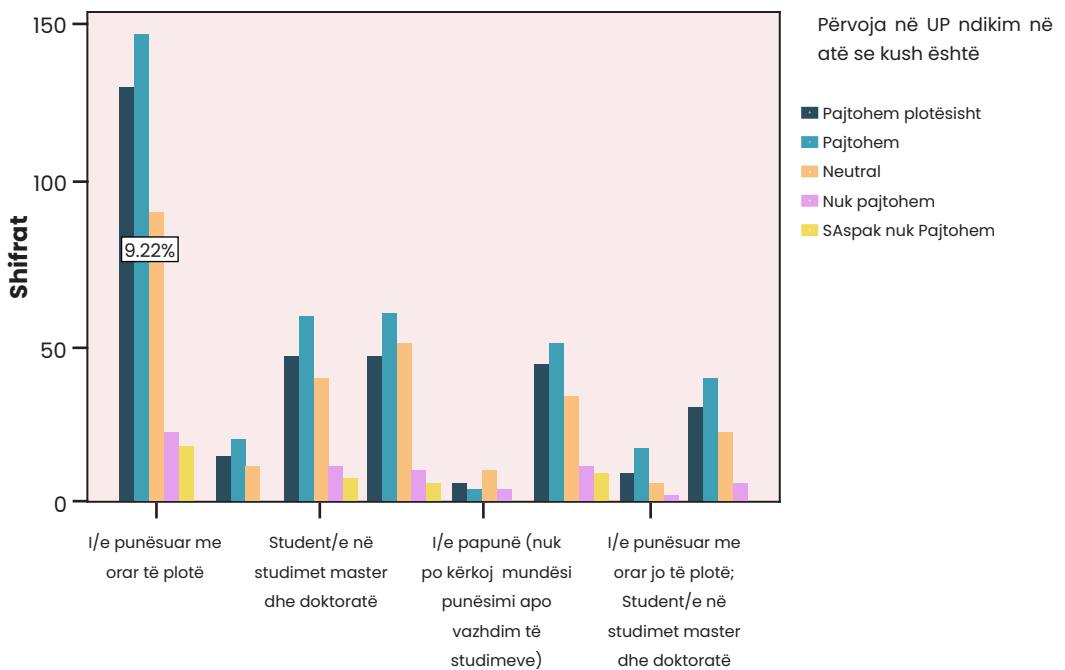


Figure 31. The correlation between the respondents' status and their satisfaction with their studies at UP.



The analysis was conducted on a total of 987 valid cases. Based on these results, it appears that there is no significant correlation between the graduates' status and their satisfaction with their study experience at UP, as all the p-values are higher than the typical threshold of .05.

**Is there a statistically significant relationship between the field of work and satisfaction with current job position?**

The statistical analysis conducted to investigate the correlation between the field where the graduates are employed (related or unrelated to their field of study) and their satisfaction with their current job position resulted in the following outcomes. The Pearson Chi-Square test yielded a highly significant value of 997.412 with 15 degrees of freedom, resulting in a very low level of significance of .000. Similarly, the Likelihood Ratio test yielded a highly significant value of 1065.312 with the same degrees of freedom, indicating a very low level of significance of .000. The Linear-by-Linear Association test resulted in a highly significant value of 262.166 with 1 degree of freedom, also showing a very low level of significance of .000. The analysis was performed on a total of 987 valid cases.

*Table 9. The correlation between the field of work (related or unrelated to the field of study) and satisfaction with the current job position.*

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	997.412 <sup>a</sup>	15	.000
Likelihood Ratio	1065.312	15	.000
Linear-by-Linear Association	262.166	1	.000
N of Valid Cases	987		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.10.			

Based on these results, there is a strong indication of a significant correlation between the field in which the graduates are employed and their satisfaction with their current job position. The low p-values suggest that the relationship is not due to chance, and further investigations may be necessary to examine this correlation in more detail.

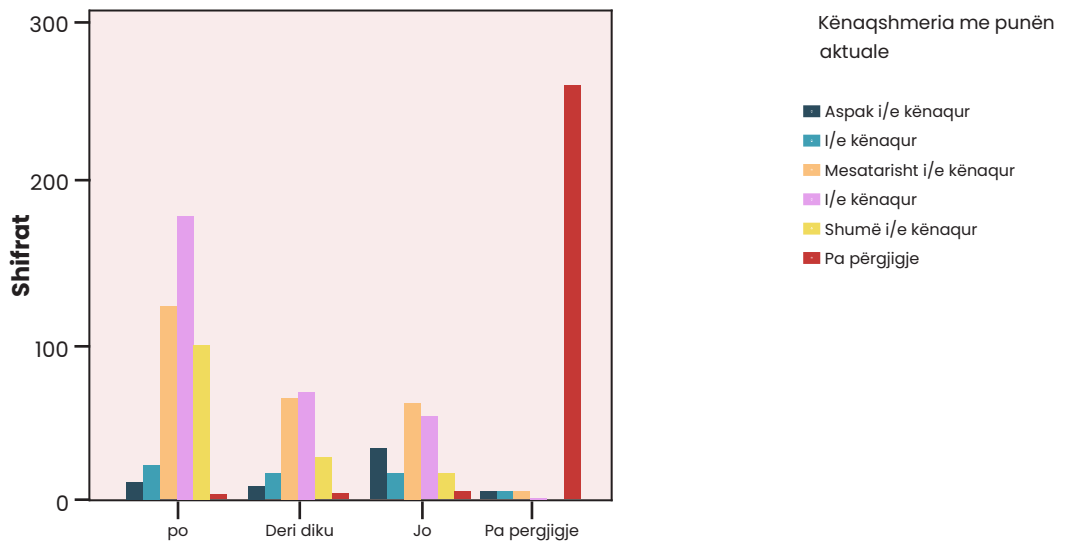


Figure 32. Correlation between the field of work and satisfaction with the current job position

## ANALYSIS OF THE CAUSES OF UNEMPLOYMENT AMONG RESPONDENTS

One of the questions in the survey conducted with the graduates provided them with the opportunity to indicate the possible causes of their unemployment, what they are currently doing, and their future plans.

The respondents who expressed that they are currently unemployed are mostly still students pursuing a Master's degree. They state that they continuously try to attend trainings, language courses, IT courses, and practical work to stay updated with developments in their profession, develop new skills, and explore new employment opportunities. One of the reasons that hinders their employment is the inconvenient schedule of lectures in their Master's studies, which are usually held during working hours. Consequently, most of them express hope that after completing their Master's studies, they will be able to find employment in their profession and become more competitive in the job market. They mention that they might be willing to work part-time during their studies, but such opportunities are not frequently available. Moreover, companies and institutions increasingly seek full-time interns.

*"I am about to complete my Master's degree, and then I will be able to work full-time in my profession" (R4). "Currently, I am solely focused on my Master's studies, but I would welcome a job, even if it's part-time. The heavy schedule of lectures at the faculty doesn't allow me to have a job that would provide self-financing" (R56).*

Another reason for their unemployment or job search failure may be their decision to dedicate themselves to the program outlined in their Master's studies. They express that their academic preparation is of great importance in order to find a job more easily in their profession. This also limits their options for engagement during their studies, so they choose to only engage in voluntary work, which allows for flexibility.

*"I am finishing my final exams, and then I will start working on my thesis. For this reason, I am not employed because I want to focus on my studies, and after graduation, I strongly believe that I will find something in my field" (R78). "Currently, I am only engaged in voluntary work since due to my studies, I cannot commit to a regular job" (R66).*

Some respondents express that they have had opportunities to work during their studies, but not in their profession. They have worked in gastronomy for financial reasons or as sales/service agents, which they say has developed their communication skills in different languages. They complain that working conditions, salary levels, and fairness from employers are factors that make them hesitate to apply before completing their studies and even consider leaving the country.

*"no longer seek employment because a diploma is not valued, but only if you have connections in high positions or if you have money, then you get hired, and I have neither of those. I don't seek employment anymore" (R101). "If I don't find a job soon, I will leave the country for a better life and better pay" (R124).*

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Some of them indicate that their job applications have been unsuccessful so far, and according to them, this happens because they are required to have work experience or interviews are conducted merely as a formality.

*“I continuously apply for a job, but I fail to get accepted due to politicization and nepotism in public institutions where I apply” (R133). “The principles of meritocracy are not respected; nepotism and various connections” (R543).*

Others state that after completing their master’s studies, they plan to start their own business. Their goal is to secure employment in their profession and to find a job that values their preparation, dedication, and efforts. They have expectations that the government will create employment programs that will facilitate their integration into the job market. Some express a desire to gain experience in the international job market and then return, while others aim to benefit from scholarships for doctoral studies abroad. Furthermore, some continue to believe that there are employment opportunities in our country, so they will continue to apply until they find a suitable job.

*“As a young person with high hopes for my country, I should not be discouraged about my studies and my future here. That’s why I never gave up hope that one day I will be employed in what I want to do for my homeland” (R44).*

## RECOMMENDATIONS FROM GRADUATES FOR ENHANCING STUDY QUALITY

Respondents were asked to provide their recommendations for improving the quality of studies at UP through the survey final question. From the analysis of their suggestions, the following potential areas of intervention have been identified:

### Development of practical work programs for students

Practical work plays a valuable role in enhancing the quality of study programs. It provides students with practical experience in their chosen fields, allowing them to apply the theoretical knowledge they have gained in class to real-world situations. Graduates express the need for more practical hours during their studies, the development of mandatory internships integrated into the curricula of all study programs, as well as internships in public institutions or companies with which the faculty establishes collaboration for such structured programs. Practical work would have helped them develop important professional skills such as communication, teamwork, problem-solving, and time management. Such internship programs expose students to professional work environments and provide an opportunity to learn from experienced employees. Among other things, they emphasize that through internships, they can gain valuable industry knowledge in their desired field of work, observe industry trends, understand workplace dynamics, and gain a better understanding of their career path. Considering these benefits, it is understandable that students would seek more practical opportunities in the job market. Students need to be exposed to challenges and unique opportunities within the public and private sectors, expanding their understanding of various fields of work. Respondents emphasize the need for addressing this requirement by advocating for academic units to collaborate with relevant industries, establish partnerships with private organizations, or create their own internship programs.

### Professionalism and professional development of academic staff

Professional values and behaviors are essential for fostering a positive learning environment and promoting effective communication between students and faculty. Therefore, it is understandable that graduates, in their suggestions, seek and expect more professionalism from the academic staff. There are several aspects of professional behavior highlighted by graduates as necessary to be addressed in order to ensure a positive experience in their studies. They express that lack of open communication and behaviors of professors with high self-confidence make students feel insecure in expressing themselves. Close communication, with kindness and mutual respect, helps build good relationships between students and professors. When students feel comfortable and respected by their professors, they feel at ease expressing their thoughts and engaging more actively in learning. Surveyed graduates stated that professors come unprepared for lectures and that many of their responsibilities are delegated to assistants.

Graduates believe that professors should be punctual and adhere to scheduled teaching hours. Furthermore, they request that professors be as creative as possible, offer engaging teaching, provide systematic assessment, timely and constructive feedback on assignments and exams, and ensure regularity in delivering course materials, aiming to improve and develop students' knowledge and skills.

### **Creating conditions for extracurricular activities**

Outside of regular classroom learning, providing conditions for extracurricular activities creates opportunities for better and broader personal and professional development of students, socialization, and networking with local and international colleagues and collaborators. Graduates express the need for the establishment of student clubs in various fields (academic, sports, arts, etc.) as well as greater involvement of student organizations in organizing various activities in the interest of students.

Respondents emphasize the need for offering practical training in their fields of study, such as accounting, IT, languages, which could be provided through collaboration between academic units and experienced professionals in those fields. Among other suggestions, greater support for students in financing their projects, recognition of outstanding students, organizing competitions in various fields, and student exchange with international universities are mentioned. They highlight the importance of the Career Development Center at UP in providing opportunities for connecting students with the job market through training, fairs, and networking activities with companies. The need for raising awareness among students about engagement in extracurricular activities is highly regarded as essential.

### **Refreshing and adding new study programs**

Refreshing existing programs and adding new programs are important in the field of educational and technological development. Some suggestions from graduates touch upon the aspect of the quality of study programs and the need for developing new programs that align with the demands of the job market.

The suggestions mainly focus on advancing teaching methodology and instructional materials, subjects, literature, integrating technology in teaching, etc. Respondents emphasize the need for the revision of instructional materials to adapt to technological advancements, replacing subjects with those that align with professional requirements, providing literature in Albanian language, and supporting students with a digital book system. Among other things, there is a need for professional development of academic staff, specifically enhancing the overall academic capacities of the staff. Adding new study programs as well as refreshing existing programs improve the alignment of students with the demands and challenges of new professions and the job market in general. Thus, the University of Prishtina should analyze the needs and possibilities for improving study programs, taking into account financial resources, human resources, and the necessary time for implementing changes.

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## Advancing the infrastructure of faculties, libraries, and laboratories

Appropriate learning environments enable effective teaching and learning, as well as higher student concentration. Respondents emphasize the need for advancing the existing infrastructure to create classrooms and auditorium spaces that provide physical comfort and a motivating atmosphere. Among them, there is a need for the development of library infrastructure as an important source of knowledge for both academic staff and students. The development of digital libraries is emphasized, where students can access books, scientific journals, documents, and electronic databases. This contributes to the improvement of teaching quality, the development of student research projects, and promotes students' intellectual growth. Another suggestion emphasizes the need for developing laboratories and practice work environments. According to respondents, work in laboratories is crucial to ensure practical experience and skill development. The third suggestion is related to information technology and access to computer equipment. Respondents highlight the need for UP to provide computer labs, fast internet connectivity, and necessary devices to utilize digital resources and other applications that facilitate learning, research, and student projects.

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## CONCLUSIONS

This study has presented the employment trend of UP graduates and their satisfaction with studies and services at the University of Prishtina. The research conducted aimed to track the destination of UP graduates after completing their core studies. The research results showed that around 73% of respondents are already employed or engaged in practical work, while the remaining respondents (27%), who are mostly master's level students, are unemployed. Their engagement within the study program limits their flexibility in securing employment. On the other hand, the job market often offers only full-time job opportunities.

Regarding the employed graduates, the majority of them either got employed during their studies in the institution where they currently work or found a job within 5 months after completing their studies. Most of them are working in the professional field they studied for. It is worth mentioning that the data shows that respondents have stability in holding job positions, as the majority of them have moved up to two job positions after graduation. Most respondents have also completed internships during their studies, while their involvement in volunteer work is relatively low.

The study demonstrates the importance of completing practical work during studies, as the results have shown that those who have completed internships had a shorter job search time. Furthermore, this study collected suggestions from graduates to enhance the quality of studies, which will assist the developers of UP's strategy and study programs in providing better activities and conditions for current and future students.

The tracking of graduates from the University of Prishtina is planned to be conducted on an annual basis, thereby capturing the trend of employment of graduates 6 months after graduation and measuring their satisfaction with their studies and services at our university.



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