

Contributors to the unrelatedness between jobs and degrees of Social Sciences Graduates

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ABSTRACT

There is a persistent challenge of educational and employment mismatch in the Philippines, especially notable among Bachelor of Arts in Social Sciences graduates at Central Luzon State University. This research delves into the contributors of the unrelatedness between jobs and degrees through semi-structured interviews with 10 participants, employing snowball sampling and thematic analysis. Using the Psychology of Working Theory, the researchers systematically investigate the reasons contributing to career decision-making. Personal factors like academic struggles, passion for socialization, and the need for immediate employment shape their choices. Social pressures, workplace dynamics, and economic considerations, including familial obligations and wage disparities, also play significant roles. These findings underscore the complex interplay of personal, social, and economic factors in employment decisions. Recommendations include enhancing career counseling, facilitating networking, ensuring transparent recruitment, and providing financial and job placement support to address graduates' challenges effectively.

1. Introduction

To keep pace with the demands of global competitiveness and the insistence on having a world-class standard, the Republic Act (RA) No 7722 (Supreme Court E-Library, 1994), or the Higher Education Act of 1994, and by Resolution No. R324-97 series 1997, the Commission on Higher Education adopted and promulgated the Policies and Standards for Humanities, Social Sciences, and Communication.

Part of its mission is intended to facilitate the integral development of an individual to enable him to effect changes towards his environment and realize the fullness of human life. The degree in Social Sciences encompasses History, Political Science, Psychology, Sociology, Anthropology, and Economics.

Over the years, pursuing Social science degrees has aligned with the objectives outlined in CHED Memorandum No. 40 Series of 2017, fostering societal advancement and innovation through versatile professional competencies in the public and private sectors.

One of the degree programs offered at Central Luzon State University under the College of Arts and Social Sciences is the Bachelor of Arts in Social Sciences. The program was first implemented by the Department of Social Sciences in 1993. It draws on the

traditional strength of the liberal arts degree program - that of molding and equipping students with multidisciplinary knowledge and skills and critical mindedness attuned to individual and community, specifically national development. Since its first implementation, it has undergone two major curriculum revisions to respond to the emerging needs in changing times. Despite the numerous career opportunities that the degree program offers, there are still graduates who seem to be working in unrelated fields.

Selecting a career path is a pivotal decision for students, as it determines the direction they intend to take in their professional lives. Making the right career choice can have a lasting impact on their career trajectory and future success. The reasons why graduates of Bachelor of Arts in Social Sciences often find themselves employed in unrelated jobs continue to pose a challenge to be addressed. It is puzzling that after dedicating four years of college study to obtain skills and competencies in their chosen field, BASS graduates somehow lack the abilities and expertise in the seemingly unknown workplace.

In recent years, the Philippines has gone through significant shifts in its labor market. In 2023, the Philippine Statistics Authority (PSA) revealed a notable decrease in the unemployment rate from 6.4 percent in January 2022 to 4.8 percent in January 2023, representing 2.37 million jobless Filipinos. Concurrently, the employment rate increased from 95.2 percent to 93.6 percent during the same period, with 4.09 million more individuals finding employment in January 2023 (Philippine Statistics Authority, 2023). The employed population rose from 43.27 million in January 2022 to 47.35 million, surpassing the October 2022 figure of 47.11 million (Philippine Statistics Authority, 2023). Additionally, the Labor Force Participation Rate (LFPR) in January 2023 reached 64.5 percent, reflecting a labor force of about 49.72 million Filipinos actively seeking job opportunities (Philippine Statistics Authority, 2023). This surpassed the LFPR recorded in January 2022 by 60.5 percent and the figures from October 2022 by 64.2 percent (Philippine Statistics Authority, 2023).

These statistics depict the Philippines' dynamic labor market scenario, marked by employment and unemployment fluctuations. The PSA defines the underemployed as "employed persons who express the desire to have additional hours of work in their present job, or to have additional jobs, or to have a new job with longer working hours" (Philippine Statistics Authority, 2024, p. 2). The January 2023 underemployment rate is 14.1, equivalent to 6.65 million people (Philippine Statistics Authority, 2023).

According to Uy (2016), a labor group known as "MANILA" has cautioned the public that approximately 1.2 million college and vocational graduates will face challenges in securing employment due to the increasing prevalence of educational mismatch both within the country and abroad. This can be related to the phenomena observed in the Bachelor of Arts in Social Sciences graduates. The Trade Union Congress of the Philippines-Nagkaisa also referred to as TUCP-Nagkaisa, has referenced data from the Department of Labor and Employment, which indicated that out of the 4.23 million domestic and international job openings presented during two years spanning 2014 to 2015, about 391,000 candidates were hired on the spot from a pool of 1.29 million applicants. TUCP-Nagkaisa has characterized this situation as a "growing crisis."

According to Colina IV (2018), educational mismatch is also evident in Davao City. Specifically, on 01 and 02 of May 2018, a job and business fair took place at the Gaisano Mall of Davao. Job mismatch has been pointed out as the reason for the limited number of hires during the job fair. Data from the Department of Labor and Employment (DOLE) Region XI (2018) shows that only 238 applicants were successfully employed out of a total of 5,174 jobseekers Colina IV (2018). Having presented the salient points regarding the current dilemma in the labor

sector, the researcher was prompted to study this phenomenon, as it might contribute towards formulating a solution to the issue of educational mismatch.

This study aimed to uncover why graduates of Bachelor of Arts in Social Sciences at Central Luzon State University are employed in jobs unrelated to their degree.

To gain a deeper understanding of this phenomenon, the researcher is encouraged to explore various reasons that may contribute to this pattern, such as personal, social, and economic aspects. By shedding light on the reasons behind this issue, this research can potentially be an impetus for positive change within the Department of Social Sciences at Central Luzon State University, fostering a relevant and responsive approach to career advancement.

This study can also contribute to achieving the aim of SDG 8, which is to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Furthermore, it determines the necessary courses to ensure that workers are not underemployed or working in jobs that do not fully utilize their skills and competencies.

2. Theoretical basis

The Psychology of Working Theory

The Psychology of Working Theory stems from the work of Blustein (2006). His theory does not focus mainly on Psychology, but he tries to be more inclusive, emphatic, and understanding of the role of work in people's lives. His wide perspective tries to incorporate broader aspects of his career into life and sees work as part of life rather than a set of different perspectives. Blustein's work does not intend to replace other theoretical frameworks but aims to enrich them.

Blustein (2006) postulated an inclusive, comprehensive, humanistic classification of three core working functions. The first function is that working is a means of survival and power. He recognized that work provides people with a means of survival and power. He said that people can meet the most basic human needs, such as food, water, clothing, safety, and shelter, through work. He added that part of this survival need is the human need to acquire psychological, economic, and social power (Blustein, 2006). He further believed that working provides access to material (like money) and social resources (like status, prestige, and privilege).

According to Blustein (2006), the second function is working as a means of social connections. He stated that work is a way of connecting people to their social context and interpersonal relationships. He said humans have a strong innate need for social interaction, healthy attachments, and secure interpersonal relationships (Bowlby, 1982; Jordan et al., 1991). However, he also said that If the person is experiencing a sense of isolation or alienation at work, an individual cannot only jeopardize an individual's job performance but also have a markedly negative impact on the individual's well-being (Quick & Tetrick, 2003).

Lastly, the third function is working as a means of self-determination, which has the potential to foster self-determination. He discussed that it is also essential for an individual to experience work as an opportunity to provide individual self-determination (Blustein, 2006). Many people do not usually experience the privilege of selecting work that corresponds to their interests. With this, people must find a way to sustain the energy and motivation to perform jobs that can be painful, tedious, and sometimes demeaning.

In this study, personal, social, and economic functioned as the key contributors that led to the unrelatedness between jobs and degrees of social sciences graduates. Economic relatedness contributed to the theory's first function, survival, and power. This sense of obligation covers

expenses for basic needs such as food, housing, education, and other necessities for family members. It becomes a top priority than the alignment of their job and education. These remain the driving force towards their decision to pursue employment outside the field of Social Sciences.

Furthermore, applying the second function of the Psychology of Working Theory is having social connections. This is reflected in this study as the recognition of influential connections, creating positive relationships with colleagues and a harmonious work environment, and social expectations and pressures from society, family, and peers. Participants faced challenges in their social connection due to unfamiliarity with the field of Social Sciences. They encountered misconceptions and prejudice about the relevance of social sciences in the workplace.

Moreover, the personal contributors of this study served as the primary reasons for functioning at work and fostering self-determination. The participants exhibit a profound passion for socialization and communication, prioritize securing immediate employment, gaining work experience, and exercise their freedom of choice in pursuing careers even though it is unrelated to their academic background. Based on these contributors, participants exercised their human agency, which helped them navigate career challenges confidently, highlighting the role of self-determination in achieving professional success.

This theoretical framework allows the researchers to systematically investigate the reasons contributing to career decision-making of Bachelor of Arts in Social Sciences graduates at Central Luzon State University.

3. Methodology

Employing a descriptive research design, this study aimed to uncover the contributors driving the unrelatedness of jobs and degrees of Bachelor of Arts in Social Sciences graduates. Qualitative research was instrumental in elucidating the dynamics and correlations among variables. The study specifically targeted alums of the Bachelor of Arts in Social Sciences at a State University. The number of participants depended on data saturation; once the gathered data constantly confirmed a specific theme or pattern, it served as a signal for the researcher to consider stopping the data collection process.

The researcher employed snowball sampling as the technique to gather data. Non-probability snowball sampling was a widely utilized method in qualitative research for studying hard-to-reach populations. Snowball sampling was especially applicable when compiling a list of the population of interest, which was challenging. Furthermore, the study utilized purposive sampling and established specific criteria such as participants must be graduates of Bachelor of Arts in Social Sciences in a State University and were not employed in the list of career opportunities related to the BASS program released by the Department of Social Sciences; legal assistants, college instructors, sociologists, political scientists, political analysts, historians, economists, social workers, librarians, researchers, information specialists, community health workers, lawyers, or police officers.

Semi-structured interviews were employed for data collection. These interviews were structured into three sections, covering personal, social, and economic factors, allowing for a nuanced exploration of participants' experiences. Thematic analysis was then utilized to interpret the data, following a systematic process of familiarization, coding, and theme identification Braun and Clarke (2006). This approach enabled the researcher to extract meaningful insights and formulate clear themes for analysis and discussion, ultimately contributing to the study's conclusions and recommendations.

The research underwent a screening process of the ethics committee of a state university. Voluntary engagement in the survey, informed consent of the participants, confidentiality of basic information, and proper referencing were observed in implementing the research conduct and processing of the gathered data. Moreover, meticulous validation was sought to ensure clarity, appropriateness, and effectiveness of the conduct of research.

4. Result and discussion

Personal Factors

The participants exhibit a profound passion for socialization and communication, cultivated through their educational background in social sciences. Their communication skills, refined through socializing with colleagues, prove invaluable in their current employment despite the lack of direct relevance to their social science degrees. This passion, as described by Vallerand and Houliort (2003), serves as a driving force, aligning their career paths with their intrinsic interests. Although their true passions may lie in other areas, such as accounting, music, or teaching, they find fulfillment and success by leveraging their social interaction and communication strengths. This underscores the importance of recognizing and nurturing individual passions and strengths in shaping one's career endeavors and professional fulfillment.

The participants prioritize securing immediate employment to fulfill financial obligations and avoid unemployment. This sense of urgency compels them to consider jobs unrelated to their degrees, emphasizing the pragmatic approach to career choices influenced by economic factors. For instance, *"I just said to myself that I was looking for a job. I didn't care if it was related or matched the job description I finished; that's it. I was looking for a job, nothing else; that's what I wanted then. That's why I ended up here."* The competitive job market and the fear of missing out on desirable opportunities further contribute to the decision to pursue immediate work. *"I just didn't want to be idle during that time. I wanted to have something to do right after I graduated. I wanted to have a job."* Based on this statement, participants are willing to take whatever it takes to have a job. According to Albugamy (2014), the desire for financial stability drives their career decisions, highlighting the impact of personal circumstances on career trajectories.

The participants recognize the significance of gaining work experience to apply theoretical knowledge, develop practical skills, and establish professional connections. For instance, *"...don't be picky with work; take whatever opportunity is available now. Get some experience first. Because if you keep being choosy, you'll be unemployed for a long time."* This motivation extends beyond the confines of their academic discipline, emphasizing the broader goal of career advancement and personal growth. The acquisition of work experience provides insights into different industries and serves as a springboard for future endeavors, including higher education or career transitions. This emphasis on experiential learning underscores the value of hands-on experience in shaping career trajectories and fostering professional development (Ziwewe, 2023).

The participants exercise their freedom of choice in pursuing careers unrelated to their academic background, driven by personal interests and self-efficacy beliefs. Their ability to make autonomous decisions reflects a sense of agency in shaping their career paths, independent of external influences or societal expectations. For instance, one participant said, *"Most of the time, what I think about is myself etc. Whenever it comes to my personal decisions, it's my decision. I'm the one who will pave the way in life. Because I'm the only one who can help myself. No one else etc."* Based on this statement, it is clear that participants exercised their human agency, which helped them navigate career challenges confidently, highlighting the role

of self-determination in achieving professional success. The alignment between personal interests and career choices underscores the importance of intrinsic motivation in driving career satisfaction and fulfillment (Bandura, 2002).

The personal factors influencing a graduate's decision to be employed in jobs unrelated to their Bachelor of Arts in Social Sciences (BASS) degree are multifaceted. Initially, many participants did not choose BASS as their first preferred course but only due to academic challenges such as not passing a subject or not meeting the prerequisites to their desired course. Additionally, participants demonstrated a strong passion and interest in socialization and communication, skills honed through their education in social sciences. As long as they can articulate their interest and passion for engagement in discourse within that job, participants will accept it, even if it is not directly related to their degree.

Moreover, the participants' desire to avoid unemployment and secure immediate work also emerged as a primary motivation to begin their job search. Similarly, gaining diverse work experience was emphasized, as it provides them with opportunities and knowledge in practical settings, cultivating skills, competence, and professional growth in jobs unrelated to their degree.

Lastly, the participants embraced self-decisions and exercised freedom in their career choices. The participants claim that they decided to take up jobs unrelated to their course on the grounds of their professional autonomy.

Social Factors

The participants highlight the impact of social variables on their employment selections and career choices. Networking and personal relationships are deemed essential for securing jobs, as noted by Albugamy (2014), Aycan and Fikret-Pasa (2003), Gokuladas (2010), and Omar et al. (2015). The endorsement or recommendation of influential connections, often referred to as a "back," carries significant weight during the hiring process, increasing the likelihood of securing desired positions (Gibi, 2024). Despite challenges, the recognition of influential connections as a catalyst for professional success is evident. For instance, one participant said, *"Even before graduating, my former senior high adviser texted me, asking if I'd be interested in applying to a pharmaceutical company where her brother-in-law worked. She was the one who introduced me and said, 'Try it, it's good. The pay is good, the salary is high, and there's even a commission.'"* Nurturing interpersonal connections is crucial for success in any job. Influential connections provide access to insider information, opportunities, and resources not readily available through conventional channels.

The participants face challenges in finding inside connections to related jobs, particularly in public sectors where practices like the "Padrino system" prevail. This system, as described in the Philippine Daily Inquirer article "Cum laude grads vs 'padrino' system," compromises the quality of public services and perpetuates ignorance of civil service rules and regulations. These challenges influence the participants to pursue different careers, emphasizing the toxic nature of favoritism and the importance of meritocracy. To support these discussions, one participant said: *"In the municipality, it's all about favoritism. If you have relatives or family members working there, they can help you get in. It's like that."* Moreover, the prevalence of favoritism and backers is evident in the Philippines. For instance, a participant in our study said, *"But the most significant key is having a backer, but I didn't have one. So, I didn't try. And I haven't even tried applying for positions more related to my course."* Having a backer helps them to get the job that they want. Several studies support this finding. The prevalence of favoritism and nepotism

in both public and private sectors affects job stress, satisfaction, and turnover intent, as evidenced by research (Agaton, 2024).

The participants emphasize the importance of rapport with colleagues and superiors in securing and maintaining employment. For instance, one participant said, *“My relationship with my co-employees is one factor why I stay in the company; they give me value and importance. It’s not toxic; this community is rare in the BPO industry.”* Social interactions within the workplace shape interpersonal skills and contribute to a culture of inclusivity and collaboration. This is similar to the study’s findings: A positive work environment marked by camaraderie and respect fosters job satisfaction and overall well-being (Bella, 2023). The stress-strain-outcome model, tested among call service representatives, highlights the impact of perceived customer unfriendliness on turnover intent (Jabutay et al., 2023). Conversely, positive experiences with colleagues promote a sense of belonging and contribute to job happiness. One participant said, *“They showed me a positive and pleasant work environment or camaraderie. That became a factor why I decided to continue here”*.

Social expectations or pressures influence the participants’ career choices, reflecting societal norms and cultural values. One participant said, *“The reason or the driving force for me to enter this job, even if unrelated, is the social pressure. Because I don’t want to be idle or be seen by people as, ‘Oh, that graduate is magna cum laude, but they’re just hanging around.’ Because that’s the painful reality for all fresh graduates, especially those with Latin honors.”* It was a social expectation that could act as a motivator and deterrent, impacting individuals’ perceptions of their abilities and career aspirations (Salami, 1999). Moreover, the fear of societal judgment drives some participants to choose careers that align with perceived expectations, reinforcing self-efficacy beliefs and shaping decision-making processes (Powell, 2009). Navigating these expectations is crucial for a comprehensive understanding of career development processes.

Misconceptions about the field of Social Sciences contribute to challenges in career choices for the participants. This is evident in our participant’s statement: *“When I was about to take Social Sciences, I didn’t know about the course. Typically, when our parents ask us, ‘What do you want to be when you grow up?’ the top choices that come to mind are the prestigious courses that will lead to wealth. But they’re not familiar with Social Sciences.”* Despite the depth and importance they find in their studies, employers and the general public often underestimate or misunderstand the discipline. This lack of familiarity leads to prejudice or misunderstanding during job interviews and reinforces societal conventions surrounding desired careers and life pathways. The participants’ experiences highlight the need to address misconceptions about Social Sciences and recognize their value in society (Gelman, 2021).

The social factors influencing participants’ decision to be employed in jobs unrelated to their Social Sciences degree encompass a range of themes. First, their influential connections played a crucial role in participants’ employment. Their access to insiders, having a mentor, and referrals on job openings help them secure employment in jobs unrelated to their degree. However, all participants work in the private sector because when it comes to jobs that align with Social Sciences, they encountered challenges securing employment due to the “Padrino system,” favoritism, and nepotism primarily present in the public sectors.

Furthermore, positive relationships with colleagues and a harmonious work environment influenced participants’ career decisions. The sense of belonging and camaraderie fostered job satisfaction and influenced their choice to stay employed in their current jobs. Social Expectations and pressures from society, family, and peers also influence their choices.

The fear of judgment and scrutiny regarding their educational achievements led some participants to pursue jobs unrelated to BASS to meet social expectations and avoid unemployment stigma. Lastly, the participants faced challenges due to unfamiliarity with Social Sciences. They encountered misconceptions and prejudice about the relevance of social sciences in the workplace.

Economic Factors

The participants prioritize their sense of obligation to support their families financially, driving their decision to pursue employment outside the field of Social Sciences. For instance, *“Because when it comes to the family’s needs, you don’t have time to choose. You need to provide. Your siblings are studying; there are daily expenses at home. So, what time do you have left to choose a job? Maybe when things get easier, I can be more selective.”* Moreover, another participant said, *“After you graduate, you shouldn’t be selective on where to work; your priority should be supporting your family. Therefore, you should apply to all available positions, whether related to your field or not.”* This economic factor is influenced by personal needs, wants, and capabilities, as Saha et al. (2021) suggested.

The statements underscored the relentless struggle to meet daily living costs, provide for personal and familial needs, and save for the future, reflecting practicality in employment driven by economic imperatives. For instance, *“The need for money does affect me, the financial needs. That’s why my Social Sciences degree wasn’t used in my job.”* Economic struggles, observed firsthand by the participants, contribute to their decision to pursue careers unrelated to Social Sciences. Factors such as pay, benefits, and immediate financial stability are prioritized due to economic constraints, as noted by Abbasi and Sarwat (2014), Thampoe (2016), and Omar et al. (2015).

Disparities in salary between related and unrelated jobs play a significant role in career decisions, with participants opting for higher-paying roles despite their field of study. For instance, one participant said that *“...private companies offer higher salaries. We know that the government deducts taxes and provides benefits to their employees. But in the private sector, our monthly salaries are higher.”* Similarly, this observation is consistent with other study findings that highlight the tendency of graduates to select jobs that offer higher income and financial stability (Fizer, 2013). Moreover, *“Of course, first and foremost, if you ask me about my age now, I would go for the higher salary even if I don’t use my Soc. Sci. skills much. Because in business, there’s at least a big chance that your earnings will increase, unlike in the government where it’s fixed”*.

Interconnected economic factors influence participants’ decisions to pursue employment unrelated to their academic degree. To begin with, the participants feel a sense of obligation and an urge to provide for their family financially. The involvement of earning money to cover expenses for basic needs such as food, housing, education, and other necessities for family members becomes a top priority than the alignment of their job and education. Additionally, economic challenges such as struggles and frustrations drive participants to seek immediate employment for financial stability. Economic conditions, including employment rates and purchasing power, also shape participants’ perceptions of job opportunities and influence their decisions to pursue unrelated employment. Lastly, the wage gap between related and unrelated jobs was crucial in participants’ career choices. Awareness of the wage gap motivates them to advocate for change within their chosen professions or to seek out employers who prioritize pay equity. Most participants were opting for higher-paying positions despite their field of study.

5. Conclusion & recommendations

Focusing on Central Luzon State University, the researcher interviewed participants who are graduates with a Bachelor of Arts in Social Sciences and are employed in jobs unrelated to the mentioned degree. The number of participants depended on data saturation, reaching ten (10) participants.

The findings of this study shed light on the multifaceted factors that influence graduates of social sciences programs at CLSU to pursue employment in fields unrelated to their degrees. Personal factors such as academic challenges in pursuing desired courses, passion and interest in socialization, seeking immediate work to avoid unemployment, the desire to gain work experience, and exercising self-decisions-making play a significant role in shaping employment decisions. Social factors, including social expectations, workplace dynamics, unfamiliarity with social sciences, established influential connections in unrelated fields, and challenges in finding inside connections in related jobs prompt them to be employed in their current positions. Moreover, economic factors such as familial obligations, financial challenges, and wage gaps between related and unrelated jobs influence their career choices, leading them to consider employment in jobs that do not align with their academic field. This study contributes to the scholarly discourse by providing insights into the complex interplay of personal, social, and economic factors in employment decision-making among graduates of social science programs.

Based on the findings of this study, several recommendations can be proposed to support graduates of Bachelor of Arts in Social Sciences (BASS) at Central Luzon State University (CLSU) and similar institutions in navigating career paths into related employment. Regarding study recommendations, researchers should focus on participants with longer years of employment in unrelated jobs to gain insights into their career satisfaction and stability. Additionally, since the factors influencing college graduates' employment in unrelated jobs have been identified, future researchers may explore other variables to enrich understanding. If an extensive list of participants can be gathered, employing different methods, such as quantitative or mixed methods, could further enhance the study's depth.

Regarding policy recommendations, Central Luzon State University (CLSU) should collaborate with high school administrations and guidance counselors to initiate an enhanced career counseling service. This collaboration can engage students at a young age, providing them with background information on future college courses, early exposure to various career paths, and assistance in exploring interests and strengths. Professional development programs such as workshops, seminars, and longer internships can offer students and graduates hands-on experience and exposure to diverse branches of Social Sciences.

Moreover, CLSU and other institutions should facilitate networking opportunities for students to connect with alums, industry professionals, and potential employers. These opportunities could include career fairs, networking events, and mentorship programs, allowing students to build valuable connections and access insider information about job opportunities. To address issues like the "Padrino system," favoritism, and nepotism, public sectors should implement transparent recruitment procedures and enforce strict anti-nepotism policies, promoting merit-based decision-making and fostering public trust and integrity.

Furthermore, CLSU and its College of Arts and Social Sciences (CASS) should increase efforts to promote the value of unfamiliar courses like development communications, literature, and social sciences to combat misconceptions about their relevance in the workplace. Collaboration among universities, employers, and policymakers can raise awareness about the

skills and knowledge gained through social sciences programs and their applicability across various industries. Recognizing graduates' economic challenges, universities and other institutions can provide support services such as financial aid, scholarships, and job placement assistance to alleviate financial burdens and facilitate successful transitions into the workforce. By implementing these recommendations, educational institutions, employers, and policymakers can better support graduates of social sciences programs in achieving their career goals, contributing positively to the workforce and society, and reducing the underutilization of human capital and skills.

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