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A Tracer Study of the 2019 Graduates of Bachelor of Science in Industrial Technology

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ABSTRACT: The success of any school in achieving its basic purposes is determined by the adequacy and quality, and relevance of the educational programs it provides.

The objective of this study was to determine the status of employment of the respondents; the length of time in looking for a job; their reason/s for the delay of employment or unemployment; the factors that facilitated in getting a job; and the level of their assessment on the quality and relevance of the education they obtained at ISU Ilagan Campus.

Most of the traced BS in Industrial Technology graduates batch 2019 started and completed their schooling within the prescribed period to finish the degree. However, some of them may have started out late or lagged behind their studies as indicated by the presence of significant number of respondents within the age range over the prescribed period of their course. Most of them were female and are still single. Most of them were took professional subjects for education and some of them were already LET passers.

Majority of the respondents claim that they were employed within the year of their graduation. However, No immediately vacancy were claimed as the top most reasons for the delay of the rest of the respondents' employment or had caused them unemployment.

The respondents identified as number one factor most contributory to their first employment was that they were educationally qualified. This implies that the employed respondents meet the minimum educational requirements of the hiring agencies. This indicates the relevance of the curriculum to job requirements. Most of the employed respondents were working in private firms but not yet permanent. It may indicate that this was not due to the inability of the respondents to meet the basic requirement, but it may be due to unavailability of permanent positions.

The job description of the respondents were an army, OFW, Product Specialist, Care Giver, Food and Beverage Services, Road Surveying, Tutoring, Cashier, Customer Service/Receptionist, Industrial Electrician, Machine Control Operator, SK Chairman, Teacher and Office Staff. The data indicates that majority of the respondents were in the field relative to their earned degree and there was a low prevalence of "misfits" and majority of the employed respondents were receiving salaries within the range above the minimum wage.

The employed respondents find communication skills, entrepreneurial skills; human or interpersonal skills; problem-solving skills, information technology skills; and microfinance skills very useful in their present job. Generally, they assessed as very useful in their present job the skills they acquire in college.

The respondents gave a remarkably favorable feedback on course content, faculty, as well as library, career guidance and scholarship as these were also found to be Excellent by the respondents. However, the program may want to level up from very good assessment to become excellent on Laboratories, physical plant, housing dormitories, alumni and job placement, Medical/Dental, Registration/Admission, Research services, Extension services and General administration and also to level up from good to become Very Good or excellent on Methods of Instruction. Nonetheless, the overall assessment of the respondents on the BS in Industrial Technology program was "Very Good".

INTRODUCTION

Higher education in our country is expected to significantly contribute to the development of a dynamic and self-sustaining economy, the pursuit of a better quality of life and the capacity to produce a burgeoning pool of skilled, versatile, technical, scientific, and managerial manpower that is internationally competitive (Amistad, 1999).

The success of any school in achieving its basic purposes is determined by the adequacy and quality, and relevance of the educational programs it provides. Although the words "relevance" and "quality", according to Aquino et al (1988) have been

interpreted in various contexts and dimensions, there is a common agreement that, as applied to education, they reflect two important values made imperative by the fact that we have a dynamic culture fraught with complexity and challenge. It follows that the education system, along with other social systems in the Philippines society, can ill afford to be indifferent to, or oblivious of, such change. To restate one of the four national educational aims, the educational system must "respond effectively to changing needs and conditions of the nation through a system of educational planning and evaluation.

In this context, former students could provide vital feedback about their employability, the adequacy and relevance of their training in college in relation to the needs of their present job or prospective employment. This feedback from the graduates may guide the school in its pursuit to provide quality education that is relevant.

The Bachelor of Science in Industrial Technology program offered at the Isabela State University Ilagan Campus aims to equip future managers, supervisors with skills and efficiency needed to provide practical applications of theoretical knowledge in the different jobs in the industrial and technical world that could help in the socio-economic development of the country.

Objectives of the Study

This study has the following objectives:

1. To describe the profile of the respondents with respect to:
    - 1.1. sex
    - 1.2. age
    - 1.3. civil status
    - 1.4. graduate studies
    - 1.5. eligibilities
2. To determine the number of respondents who are employed, underemployed, self-employed, and unemployed?
3. To determine the waiting time before the respondents were employed?
4. To identify the reasons for the delay of employment or unemployment of the respondents?
5. To identify the factor most contributory to the first employment or present job of the respondents?
6. To determine the status of employment of the respondents with respect to:
    - 6.1. type of firm
    - 6.2. status of appointment
    - 6.3. job title
    - 6.4. monthly income
7. To determine the relevance of the college degree and educational training of the respondents to their present job?
8. To identify the skills acquired in college by the respondents which they find useful in their job.
9. To describe the level of assessment of the respondents on the BS InTecch program relative to:
    - 9.1. course content
    - 9.2. methods of Instruction
    - 9.3. faculty
    - 9.4. facilities
        - 9.4.1. library
        - 9.4.2. laboratories
        - 9.4.3. physical plant
    - 9.5. student Services
        - 9.5.1. career Guidance
        - 9.5.2. scholarship
        - 9.5.3. housing/dormitories
        - 9.5.4. alumni & job placement
        - 9.5.5. medical/dental
        - 9.5.6. registration/admission
    - 9.6. research services
    - 9.7. extension services
    - 9.8. general administration

Conceptual Paradigm of the Study

The conceptual paradigm below shows the relationships of the variables in the study.

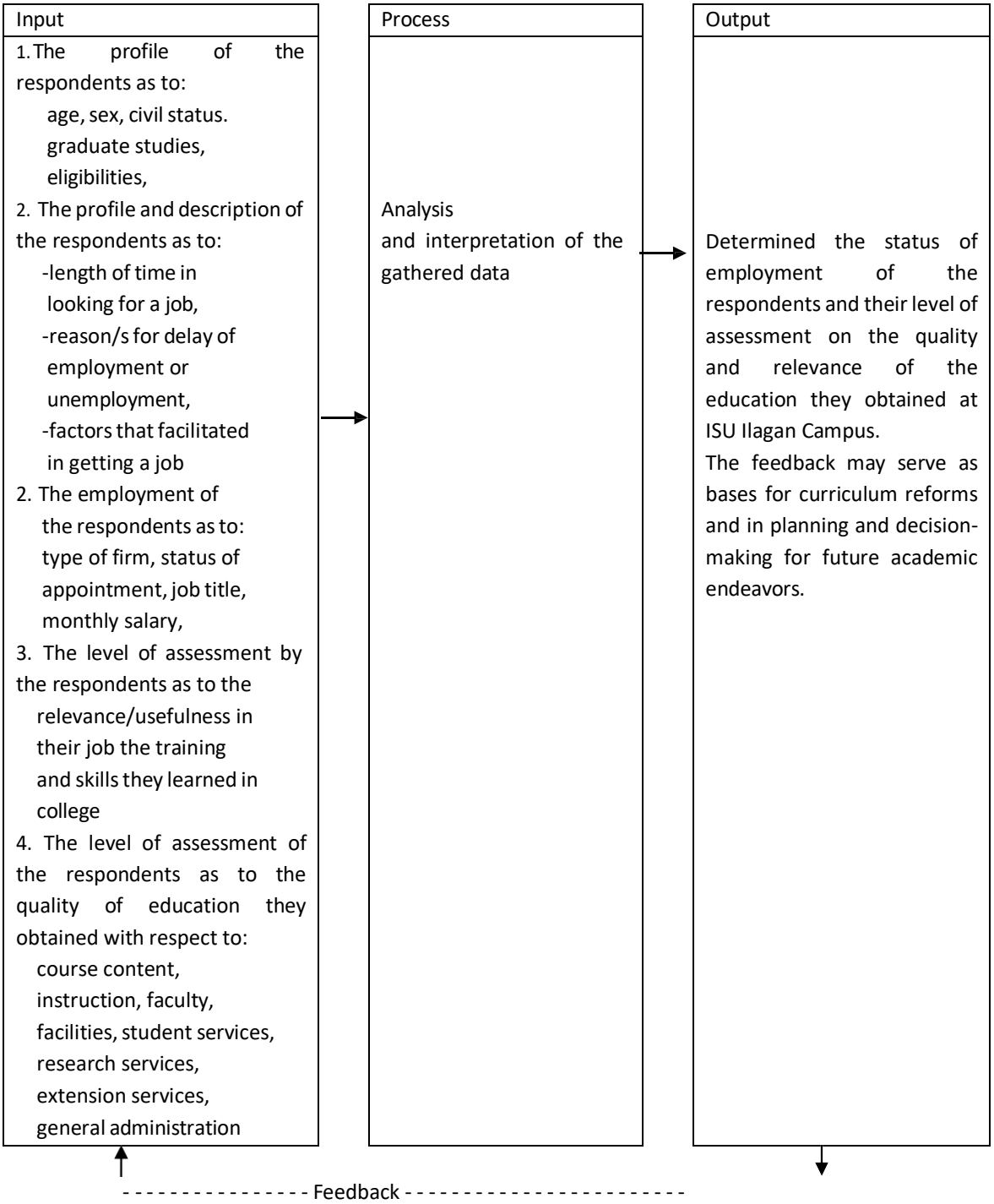

Figure 1. Conceptual Paradigm of the Study.

Scope and Delimitation of the Study

This Tracer Study was conducted to gather vital feedback about the quality and relevance of education obtained and employability of the graduates of Bachelor in Science in Industrial Technology (BS InTech) of the Isabela State University, Ilagan Campus. The respondents were the 214 graduates of School Year 2018-2019. The graduates were traced from the period January to June 2021. Two years period was said to be an ample time before tracing the graduates as by this time the graduates are expected to have been board passers and are already employed at least in a job fitting to the course they have taken.

METHODOLOGY

The Research Method

The Researchers used the descriptive survey method. The data gathered reflected the traced status of the 214 Bachelor of Industrial Technology graduates of the Isabela State University, Ilagan Campus for the School Year 2018-2019. The descriptive method of research is oriented towards the description of the present status of a given phenomenon (Good and Scates (1972).

The data were gathered via Google Survey.

Respondents of the Study

The respondents of the study were the 214 graduates of Bachelor of Science in Industrial Technology from School Year 2018-2019 of the Isabela State University, Ilagan Campus, City of Ilagan, 3300 Isabela Philippines. The total number of graduates was taken as respondents (Appendix).

Locale of the Study

The Isabela State University, Ilagan Campus, Isabela 3300 Philippines where the respondents graduated is conveniently located at the center of Isabela.

Figure 2 shows the locations of ISU Ilagan and the ISU System as a whole in the map of Isabela.

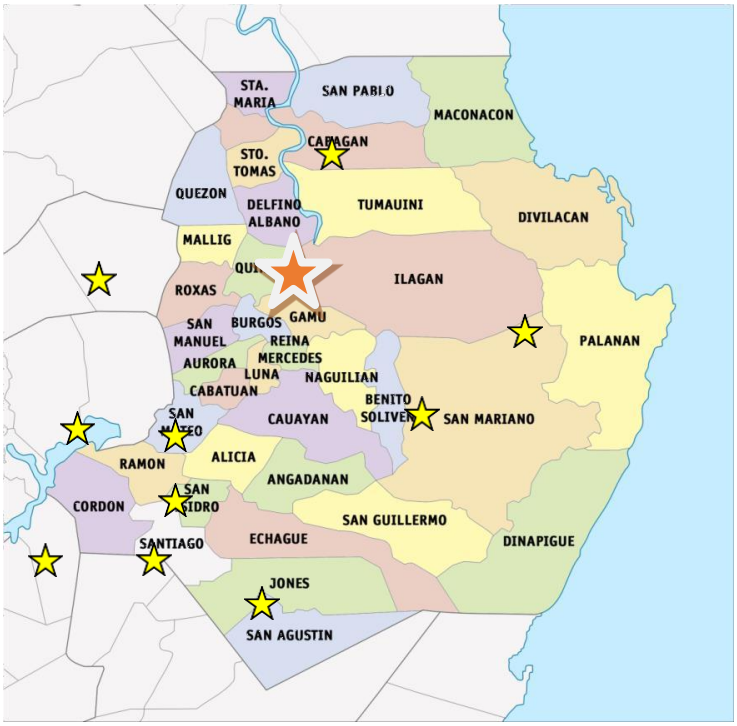

Figure 2. Location of ISU Ilagan Campus--with red star. Location of other campuses of the ISU System—yellow star.

Research Instruments

The primary instrument used in this study was the Google Survey questionnaire supplemented by interviews through the internet, phone calls, and documentary analysis.

The questionnaire used in this study was patterned after the CHED Graduate Tracer Study Instrument with some modification to suit the purpose of the present study.

The Five-point Scale was used to measure the indicators in the assessment of the respondents on the BS in Industrial Technology Program; and the Three-point Scale was used to measure the indicators on the usefulness of the skills acquired in their college to the present job of the respondents, corresponding to the following degree of intensity:

Description	Weighted Scale	Range
Excellent	5	4.20 – 5.00
Very Good	4	3.40 – 4.19
Good	3	2.60 – 3.39
Fair	2	1.80 – 2.59
Poor	1	1.0 - 1.79

Figure 3. Five-point Scale

Description	Weighted Scale	Range
Very Useful	3	2.34 – 3.0
Useful	2	1.67 – 2.33
Not Useful	1	0.1 – 1.66

Figure 4. Three-point Scale

Collection of data

This study was proposed in a Research In-house Review. The Vice President for Research and Extension pronounced that Tracer Studies are no longer needed to be subjected to In-House Reviews since this is a CHED requirement and has to be annually conducted.

The Complete list of graduates was requested from the Office of the Registrar of the Campus. The Questionnaire of the study was uploaded in the internet. The respondents were reached either through the internet, home visits, or phone calls.

Statistical Treatment of the study

The profile of the respondents was presented in frequencies and percentages. The assessment on the BS in Industrial Technology program was presented using frequencies, percentages, and mean. The weighted mean and ranking were also used and the five-point and three-point scales were used to scale the level of the indicators of variables in the questionnaire.

RESULTS AND DISCUSSION

1. Profile of Respondents

1.1. Age

The data on the table below indicates that 3 or 1.51 percent of the respondents were ages 20-21; there were 64 or 32.32 percent were ages 22-23; there were 93 or 47 percent who were ages 24-25; there were 28 or 14.14 percent who were ages 26-27; 7 or 3.53 percent were ages 28-29; and 3 or 1.51 percent was within age ranges from 30-31. The data implies that most of the graduates from 3 years back to present were in the average age range of one who started and completed tertiary education within the prescribed period to finish the Bachelor of Science in Industrial Technology degree. However, a significant number of them rather started out late or lagged behind their schooling as indicated by the presence of 25 years olds and above. Neverthele ss, the data also implies that the respondents were in the age range of one who is expected to be intellectually and emotionally ready to craft a career.

1.2. Sex

It could be seen on the table that there were 73 or 36.87 percent male respondents and 125 or 63.13 percent were female-respondents. Most of the respondents were female. This data confirms that the Industrial Technology is a female-dominated profession because there are 7 specialization offered; 3 for girls-trade (Food Technology, Cosmetology, Garments Technology), 3 for boys-trade (Automotive Technology, Electronics Technology, Electrical Technology) and 1 both for girls and boys (Drafting Technology) but still it was dominated by female enrollees.

1.3. Civil Status

The data show that 161 or 81.31 percent of the respondents were single; there were 34 or 17.17 percent were married; 2 or 1.01 percent were in live-in; and only 1 or 0.50 who respond rather not say. The data is giving the impression that the respondents managed to priorities their studies before getting into serious or more mature relationship. This data may also indicate that the respondents, having no added responsibility yet to raise a family, could focus more time in improving and establishing their career.

1.4. Graduate Studies

The data reveals that there was a lone respondent who was enrolled in higher education at the time of the survey. This indicates that most of the respondents were not into pursuing higher learning at the moment but some of them were enrolled in other schools to take professional education.

1.5. Eligibilties

It was gathered that 8 or 4.04 percent of the respondents who took for professional subjects for education and have already passed the Licensure Examination for Teacher. There were 43 or 21.71 percent of respondents who were holders and passed the National Competency II assessment. The data indicates that most of the respondents were a National Competency II holders.

Table 1 shows the frequency and percentage distribution of the indicators stated above that describes the profile of the respondents.

Table 1. The Profile of respondents as to age, sex, civil status, graduate studies pursued, and eligibilities

Indicators	Frequency N=198	Percent
Age		
20-21	3	1.51
22-23	64	32.32
24-25	93	47
26-27	28	14.14
28-29	7	3.53
30-31	3	1.51
Sex		
Male	73	36.87
Female	125	63.13
Civil Status		
Single	161	81.31
Married	34	17.17
Live-in	2	1.01
Rather not say	1	0.50
Graduate Studies		
Masters Degree on-going(Education)	1	0.50
Eligibilities	(N=198 with 2 0r more elligibities=51)	
Licensure Examination for Teacher	8	4.04
National Competency II	43	21.71

2. Number of Employed, Underemployed, Self- employed, and Unemployed Respondents.

The data indicates that out of the 198 respondents, 140 or 70.70 percent were employed and 40 or 20.20 percent were unemployed. Among the employed respondents 18 or 9.10 percent were identified as Self-Employed based from the data of the employed respondents has given out. There were no underemployed because all the respondents are still in the industry.

The data reveals that majority of the respondents were gainfully employed and there were few who were self-employed managing their own business. This indicates the relevance of the Program to job requirements.

Table 2 shows the frequency and percentage distribution of the indicators stated above.

Table 2. Number of Employed, Underemployed, Self-employed, and Unemployed Respondents

Indicators	Frequency N=198	Percent
Employed	140	70.70
Self-Employed	18	9.09
Unemployed	40	20.20

3. Lead Time Before the Respondents Were Employed.

The data shows that out of the 140 employed respondents, 95 or 67.86 percent were employed within the year after graduation; 37 or 26.43 percent within the second year; and 1 or 0.71 within the third year after graduation. This indicates that majority of the respondents were immediately got into jobs.

Table 3 shows the frequency and percentage distribution of the indicators stated above.

Table 3. Lead Time Before the Respondents Were Employed

Indicators	Frequency N=140	Percent
Within the year after graduation	95	67.86
Within the second year after graduation	37	26.43
Within the third year after graduation	1	0.71

4. What is/are the Reason/s for the Delay of Employment or Unemployment of the Respondents?

The table shows that the number one reason of the respondents consider to have delayed their employment was because there was No immediate vacancy claim by 117 or 55.98 percent respondents; Rank 2 reason of 28 or 13.39 percent respondents was that Delay in taking/passing board exam; rank 3 reason of 11 or 5.26 percent respondents was that because of the Delay in the issuance of Other(outside) needed documents tie in Lack of Financial support for job hunting; Rank 4 reasons of 7 or 3.34 percent were Not Emotionally ready, because of the Delay in the issuance of school credentials, and because of Early marriage; on rank 5 as claimed by 5 or 2.39 percent respondents were in the Health reasons; rank 6 of 4 or 1.91 percent left as N/A; there were 3 or 1.44 percent both for Tight competition for a job and Available job is/are not in line with specialization as rank 7; Rank 8 for 1 or 0.48 percent for Studied again, Waiting for the result of exam, Early pregnant, Pandemic, Putting up a business rather than applying for a job and waiting for a quota.

Table 4 shows the frequency, percentage distribution, and rank of the reason/s for the delay of employment or unemployment of the respondents.

Table 4. Reason/s for the Delay of Employment or Unemployment of the Respondents

Indicators	Frequency N=209	Percent	Rank
Delay in taking/passing board exam	28	13.39	2
No immediate vacancy	117	55.98	1
Tight competition for a job	3	1.44	7
Not emotionally ready	7	3.34	4
Delay in the issuance of other(outside) needed documents	11	5.26	3
Delay in the issuance of school credentials	7	3.34	4
Early marriage	7	3.34	4
Health reasons	5	2.39	5
Studied again	1	0.48	
Lack of financial support for Job hunting	11	5.26	3
Waiting for the result of exam	1	0.48	8
Available job is/are not in line with specialization	3	1.46	7
Early pregnant	1	0.48	8
Pandemic	1	0.48	8
Putting up a business than applying for a job	1	0.48	8
Waiting for quota	1	0.48	8
N/A	4	1.91	6

5. Factor Most Contributory to the First Employment or Present Job of the respondents.

"Educational qualification" was the factor most considered by 39 or 20.53 percent of the respondents as contributory to their first employment. "Recommendation from relatives and friends" was ranked 2nd by 19 or 10 percent of the respondent. Ranked 3rd was "Personnel office of the company" by 7 or 3.68 percent of the respondents. "Former Employer/s" was ranked 4th

by 5 or 2.63 percent of the respondents. Ranked 5th was "Job Fair/DOLE" and "Online Applications" by 4 or 2.11 of the respondents. "Media Advertisement" and "Electrician" was ranked 6th by 1 or 0.53 of the respondents.

The identified factor as most contributory to the first employment of the respondents may imply that the employed respondents meet the minimum educational requirements of the hiring agencies to qualify the respondents to the job they were applying for. This may also farther imply the relevance and non-relevance of the curriculum contents of the Program to job requirements.

Table 5 shows the frequency and percentage distribution of the factors contributory to the first employment or present job of the respondents.

Table 5. Factor Most Contributory to the First Employment of the Respondents

Indicators	Frequency N=190 (80 replies)	Percent	
Educational qualification	39	20.53	1
Electrician	1	0.53	
Former Employer/s	5	2.63	4
Advertisement	1	0.53	6
Recommendation from relatives/friends	19	10	2
Personnel office of the company	7	3.68	3
Job fair/DOLE	4	2.11	5
Online application3	4	2.11	5

6. Status of Employment of the Respondents with Respect to:

6.1. Type of Firm

6.2. Status of Appointment

6.3. Job Description

6.4. Monthly Income

6.1. Type of Firm

The table shows that there were 40 or 28.57 percent respondents who work in the government and 106 or 75.71 percent were in private firms. The data indicates that most of the employed respondents are working in private firms, agencies or companies.

6.2. Status of Appointment

On the status of appointment of the respondents, there were 35 or 25 percent who were permanent; 79 or 56.43 percent were either casuals, contractual or job orders; 12 or 8.57 percent were temporary; and 17 or 12.14 were respond N/A. The data reveals that the status of employment of the respondents was mostly not permanent which indicates that they didn't have security of tenure.

The data on the Table above shows that majority of the respondents were not permanent in their status of employment. It implies that the status of employment of the respondents which was mostly not permanent was not due to the absence of the basic requirement which is eligibility but it may be due to unavailability of permanent positions. It may also indicate that it is highly competitive to get a permanent status in their places of work. Another indication may also be that the newly hired respondents were still gaining expertise in their field.

6.3. Job Title/Description

The data shows that 6 or 4.29 percent of the respondents were army; there were 4 or 2.86 percent of the employed respondents for each as Household Chores and Industrial Electrician. There was 1 or 0.71 percent respondents for each as Product Specialist, Care Giver, Food and Beverage Services, Road Surveying and Tutoring respectively; there were 13 or 9.29 percent respondents for cashier; there were 22 or 15.71 percent in Customer Service/Receptionist; there were 4 or 2.86 percent as an Industrial Electrician; 2 or 1.43 percent as Machine Control Operator and SK Chairman; 5 or 3.5 percent as Teacher; there were 29

or 20.71 percent as an Office Staff; 8 or 5.71 percent answered N/A; and 49 or 35 percent left as a Blanks. The data indicates that majority of the respondents were fitted in their job and there was a low prevalence of "misfits".

6.4. Monthly Income

The monthly income of 56 or 40 percent of the employed respondents was below Ph10,000.00; 54 or 38.57 percent were receiving salaries that ranges from Ph10,000.00-Ph14,999.00; there were 12 or 8.57 percent who were receiving salaries that ranges from Ph15,000.00-Ph19,999.00; there were 7 or 5 percent with salaries ranging from Ph20,000.00-Ph24,999.00; there were 4 or 2.86 percent with salaries ranging from Ph25,000.00-Ph29,999.00; there were 1 or 0.71 percent respond for each as received from Ph35,000.00 – Ph39,999.00 and Ph40,000.00 – Ph44,000.00 and 13 or 9.29 percent answered as N/A. This indicates that majority of the respondents were gainfully employed.

Table 6 shows the frequency and percentage distribution of the indicators stated above.

Table 6. The Status of Employment of the Respondents as to Type of Firm, Status of Appointment, Job Title, and Monthly Income.

Indicators	Frequency	Percent
Type of firm		
Government	40	28.57
Private	106	75.71
Status of Appointment		
Permanent	35	25
casual/contractual/job order	79	56.43
temporary	12	8.57
N/A	17	12.14
Job Title/Description		
Army	6	4.29
Household Chores	4	2.86
Product Specialist	1	0.71
Cashier	13	9.29
Care Giver	1	0.71
Customer Service/Receptionist	22	15.71
Food and Beverage Services	1	0.71
Industrial Electrician	4	2.86
Machine Control Operator	2	1.43
Road Surveying	1	0.71
SK Chairman	2	1.43
Teacher	5	3.5
Tutoring	1	0.71
Office Staff	29	20.71
N/A	8	5.71
Blanks	49	35
Monthly Income		
Below Ph10,000.00	56	40
Ph10,000.00 – Ph14,999.00	54	38.57
Ph15,000.00 – Ph19,999.00	12	8.57
Ph20,000.00 – Ph24,999.00	7	5
Ph25,000.00 – Ph29,999.00	4	2.86
Ph35,000.00 – Ph39,999.00	1	0.71
Ph40,000.00 – Ph44,000.00	1	0.71
N/A	13	9.29

7. Relevance of the College Degree and Educational Training of the Respondents to Their Present Job.

The feedback indicates that 43 or 30.94 percent of the respondents find their degree and educational training "Very Relevant" to their present job; 71 or 51.08 percent of the respondents find it "Relevant"; 10 or 7.19 percent find it "Fairly Relevant"; and there was 15 or 10.79 percent respondent finds it "Not Relevant". The data indicates that majority of the respondent find their college degree and educational training relevant to their present job. This may imply farther the relevance of the program to job requirements.

Table 7 shows the description of the employed respondents on the relevance of their college degree and educational training to their present job.

Table 7. Relevance of Respondents' College Degree and Educational Training to Their Present Job

Indicators	Frequency N=190 (139 who respond)	Percent
Very relevant	43	30.94
Relevant	71	51.08
Fairly relevant	10	7.19
Not relevant	15	10.79

8. Skills Acquired in College by the Respondents Which They Find Useful in Their Present Job.

Communication skills is the most useful skills they have acquired in their College which find very useful in their present job. The respondents ranked these as entrepreneurial skills; human or interpersonal skills; problem-solving skills, information technology skills; and microfinance skills. This implies that the employed respondents were able to acquire the indicated skills and find them very useful in their present job.

Table 8 shows the skills acquired in college by the respondents which they find useful in their present job.

Table 8. Skills Acquired in College by the Respondents Which They Find Useful in Their Present Job

Skills	Frequency	Rank
Communication	83	1
Entrepreneurial skills	4	3
Human relations	5	2
Leadership	4	3
Microfinance skills	1	5
Problem-solving	3	4
Information Technology	1	5

9. Level of assessment of the respondents on the BSE program relative to:

- **9.1. course content**
- **9.2. methods of Instruction**
- **9.3. faculty**
- **9.4. facilities**
  - **9.4.1. library**
  - **9.4.2. laboratories**
  - **9.4.3. physical plant**
- **9.5. student Services**
  - **9.5.1. career Guidance**
  - **9.5.2. scholarship**
  - **9.5.3. housing/dormitories**

9.5.4. alumni & job placement
9.5.5. medical/dental
9.5.6. registration/admission
9.5. research services
9.7. extension services
9.8. general administration

The BS in Industrial Technology Batch 2019 assessed the Program as "Excellent" on Course Content with weighted average mean of 4.58; Faculty (4.40); Library (4.29); Career Guidance (4.38); and Scholarship (4.53). The Following Services were assessed as "Very Good": Laboratories (4.01); Physical Plant (4.04); Housing Dormitories (3.77); Alumni & Job Placement (4); Medical/Dental (4); Registration/Admission (3.95); Research services (4.02); Extension services (4.09); and General administration. The rating for Methods of Instruction was "Good" with a weighted average mean of 3.30.

The overall weighted average mean (OWAM) of 4.10 was described as "Very Good".

Table 9. Level of Assessment of the Respondents on the BS in Indus Tech Program

Indicators	Weighted Average Mean	Description
9.1. course content	4.58	E
9.2. methods of Instruction	3.30	G
9.3. faculty	4.40	E
9.4. facilities		
9.4.1. library	4.29	E
9.4.2. laboratories	4.01	VG
9.4.3. physical plant	4.04	VG
9.5. student Services		
9.5.1. career Guidance	4.38	E
9.5.2. scholarship	4.53	E
9.5.3. housing/dormitories	3.77	VG
9.5.4. alumni & job placement	4	VG
9.5.5. medical/dental	4	VG
9.5.6. registration/admission	3.95	VG
9.6. research services	4.02	VG
9.7. extension services	4.09	VG
9.8. general administration	4.17	VG
OWAM	**4.10**	**VG**

Legend:	**Description**	**Numerical Scale**	**Range**
	Excellent	5	4.20 – 5.00
	Very Good	4	3.40 – 4.19
	Good	3	2.60 – 3.39
	Fair	2	1.80 – 2.59
	Poor	1	1.0 - 1.79

SUMMARY OF FINDINGS

Presented below are the findings of the study which were based from the data gathered and interpreted.

1. Profile of Respondents

1.1. Age

The data implies that most of the graduates from 4 years back to present were in the average age range of one who started and completed tertiary education within the prescribed period to finish the BS in Industrial Technology degree. However, a significant number of them rather started out late or lagged behind their schooling as indicated by the presence of 26 years olds and above. Nevertheless, the data also implies that the respondents were in the age range of one who is expected to be intellectually and emotionally ready to craft a career.

1.2. Sex

Most of the respondents were females. This data confirms that Industrial Technology is a female-dominated profession.

1.3. Civil Status

The impression that the respondents managed to priorities their studies before getting into serious or more mature relationship was evident as most of them were still single. This data may also indicate that the respondents, having no added responsibility yet to raise a family, could focus more time in improving and establishing their career.

1.4. Graduate Studies

There was a lone respondent who was enrolled in higher education at the time of the survey. This indicates that most of the respondents were not into pursuing higher learning at the moment but some of them were enrolled in other schools to take professional education.

1.5. Eligibilties

It was found out that most of the respondents were already licensed teacher and others were National Competency II Holders.

2. Number of Employed, Underemployed, Self- employed, and Unemployed Respondents.

The data indicates that out of the 198 respondents, 140 or 70.70 percent were employed and 40 or 20.20 percent were unemployed. Among the employed respondents 18 or 9.10 percent were identified as Self-Employed based from the data of the employed respondents has given out. There were no underemployed because all the respondents are still in the industry.

The data reveals that majority of the respondents were gainfully employed and there were few who were underemployed. This indicates the relevance of the Program to job requirements.

3. Lead Time Before the Respondents Were Employed.

The data shows that out of the 140 employed respondents, 95 or 67.86 percent were employed within the year after graduation; 37 or 26.43 percent within the second year; and 1 or 0.71 within the third year after graduation. This indicates that majority of the respondents were immediately got into jobs.

4. What is/are the Reason/s for the Delay of Employment or Unemployment of the Respondents?

The number one reason of the respondents consider to have delayed their employment was because there was No immediate vacancy claim by 117 or 55.98 percent respondents; Rank 2 reason of 28 or 13.39 percent respondents was that Delay in taking/passing board exam; rank 3 reason of 11 or 5.26 percent respondents was that because of the Delay in the issuance of Other(outside) needed documents tie in Lack of Financial support for job hunting; Rank 4 reasons of 7 or 3.34 percent were Not Emotionally ready, because of the Delay in the issuance of school credentials, and because of Early marriage; on rank 5 as claimed by 5 or 2.39 percent respondents were in the Health reasons; rank 6 of 4 or 1.91 percent left as N/A; there were 3 or 1.44 percent both for Tight competition for a job and Available job is/are not in line with specialization as rank 7; Rank 8 for 1 or 0.48 percent for Studied again, Waiting for the result of exam, Early pregnant, Pandemic, Putting up a business rather than applying for a job and waiting for a quota.

5. Factor Most Contributory to the First Employment or Present Job of the respondents.

Their educational qualification was the factor most considered by the respondents as contributory to their first employment. They also consider recommendation from relatives and friends, media advertisement, the job fair/DOLE and online application. Some of them were personnel office of the company and their former employer/s.

The identified number one factor as most contributory to the first employment of the respondents implies that the employed respondents meet the minimum educational requirements of the hiring agencies. This indicates the relevance of the curriculum to job requirements.

6. Status of Employment of the Respondents with Respect to:

- **6.1. Type of Firm**
- **6.2. Status of Appointment**
- **6.3. Job Description**
- **6.4. Monthly Income**

6.1. Type of Firm

Most of the employed respondents were working in private firms, agencies or companies.

6.2. Status of Appointment

The data reveals that the status of employment of the respondents was mostly not permanent which indicates that they didn't have security of tenure.

Data shows that majority of the respondents were not permanent in their status of employment. It implies that the status of employment of the respondents which was mostly not permanent was not due to the absence of the basic requirement which is eligibility but it may be due to unavailability of permanent positions. It may also indicate that it is highly competitive to get a permanent status in their places of work. It may also be that the newly hired respondents were still gaining expertise in their field.

6.3. Job Title/Description

The job description of the respondents were army; Household Chores, Industrial Electrician, Product Specialist, Care Giver, Food and Beverage Services, Road Surveying, Tutoring, cashier, Customer Service/Receptionist, Industrial Electrician, Machine Control Operator, SK Chairman, Teacher, and Office Staff. The data indicates that majority of the respondents were fitted in their job and there was a low prevalence of "misfits".

6.4. Monthly Income

The monthly income of 56 respondents was below Ph10,000.00; 54 were receiving salaries that ranges from Ph10,000.00-Ph14,999.00; there were 12 who were receiving salaries that ranges from Ph15,000.00-Ph19,999.00; there were 7 with salaries ranging from Ph20,000.00-Ph24,999.00; there were 4 with salaries ranging from Ph25,000.00-Ph29,999.00; there was 1 with salaries ranging from Ph35,000.00-Ph39,999.00 and Ph40,000.00-Ph44,000.00. This indicates that majority of the respondents were gainfully employed.

7. Relevance of the College Degree and Educational Training of the Respondents to Their Present Job.

The feedback indicates that 43 or 30.94 percent of the respondents find their degree and educational training "Very Relevant" to their present job; 71 or 51.08 percent of the respondents find it "Relevant"; 10 or 7.19 percent find it "Fairly Relevant"; and there was 15 or 10.79 percent respondent finds it "Not Relevant". The data indicates that majority of the respondent find their college degree and educational training relevant to their present job. This may imply farther the relevance of the program to job requirements.

8. Skills Acquired in College by the Respondents Which They Find Useful in Their Present Job.

The employed respondents find communication skills and human or interpersonal skills very useful in their present job. The rest of the skills like entrepreneurial skills, information technology skills, problem-solving skills, and microfinance skills were also found to be useful by them. The skills indicated on the table are the skills that are expected to be fully developed in every student by the curriculum. There is an old adage: One could not give what one doesn't have. There may be two contentions here: Did the academe able to sufficiently equip its graduates with these skills? On the other hand, did the graduates done their part to sufficiently acquire these skills?

9. Level of assessment of the respondents on the BSEE program relative to:

- **9.1. course content**
- **9.2. methods of Instruction**
- **9.3. faculty**
- **9.4. facilities**
  - **9.4.1. library**
  - **9.4.2. laboratories**
  - **9.4.3. physical plant**
- **9.5. student Services**
  - **9.5.1. career Guidance**

9.5.2. scholarship
9.5.3. housing/dormitories
9.5.4. alumni & job placement
9.5.5. medical/dental
9.5.6. registration/admission
9.5. research services
9.7. extension services
9.8. general administration

The course content, faculty, library, career guidance and scholarship were given an “Excellent” assessment by the respondent. Laboratories, physical plant, housing dormitories, alumni and job placement, Medical/Dental, Registration/Admission, Research services, Extension services and General administration were given “Very Good” assessment by the respondents. Methods of Instruction were assessed as “Good”.

The overall weighted average mean (OWAM) of 4.10 was described as "Very Good".

CONCLUSIONS

Most of the traced BS in Industrial Technology graduates batch 2019 started and completed their schooling within the prescribed period to finish the degree. However, some of them may have started out late or lagged behind their studies as indicated by the presence of significant number of respondents within the age range over the prescribed period of their course. Most of them were female and are still single. Most of them were took professional subjects for education and some of them were already LET passers.

Majority of the respondents claim that they were employed within the year of their graduation. What delays their employment or had caused their unemployment was because no immediate vacancy as the top most reasons of the respondents. This feedback from the respondents for the reasons of the delay of their employment.

The respondents identified as number one factor most contributory to their first employment was that they were educationally qualified. This implies that the employed respondents meet the minimum educational requirements of the hiring agencies. This indicates the relevance of the curriculum to job requirements. Most of the employed respondents were working in private firms.

Some of the respondents were board passers and they possessed other eligibilities. Eligibility is a basic requirement in getting a permanent position, especially in government firms. However, most of the respondents were not yet permanent. It may indicate that this was not due to the inability of the respondents to meet the basic requirement, but it may be due to unavailability of permanent positions. It may also indicate that it is highly competitive to get a permanent status of employment in their places of work. It may also be that the newly hired respondents were still gaining expertise in their field.

The job description of the respondents were an army, OFW, Product Specialist, Care Giver, Food and Beverage Services, Road Surveying, Tutoring, Cashier, Customer Service/Receptionist, Industrial Electrician, Machine Control Operator, SK Chairman, Teacher and Office Staff. The data indicates that majority of the respondents were in the field relative to their earned degree and there was a low prevalence of “misfits” and majority of the employed respondents were receiving salaries within the range above the minimum wage. This indicates that majority of the respondents were gainfully employed. The feedback also reveals that majority of the respondent find their college degree and educational training very relevant to their present job. This implies the relevance of the program to job requirements.

The employed respondents find communication skills, entrepreneurial skills; human or interpersonal skills; problem-solving skills, information technology skills; and microfinance skills very useful in their present job. Generally, they assessed as very useful in their present job the skills they acquire in college.

The overall assessment given by the respondents on the BS in Industrial Technology program was “Very Good”.

RECOMMENDATIONS

1. The overall assessment of the respondents on the BS in Industrial Technology Program shows that the Program could still stand several improvement. The Program may want to take action on the feedback provided by the respondents.

2. The Methods of Instruction which were assessed as "Good" by the respondents. The Program may want to have a critical look at itself and resolve to level up to "Very Good" or "Excellent" assessment by initiating necessary reforms.
3. The laboratories need immediate attention. The Program may want to conduct a more specific year-round self-evaluation as to the functionality and updating of its laboratories or initiate a comprehensive procurement plan prioritizing the needs in the laboratories for it to warrant a better assessment which would redound to more equipped graduates.
4. The school must provide more training workshops to hone the skills of the students before graduating from their course, hence, making them more prepared when it comes to job interviews.
5. School Administration must issue pertinent documents necessary for job application to avoid delays of employment or unemployment of the graduates.

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