EMPLOYMENT STATUS OF THE BACHELOR OF SCIENCE IN INDUSTRIAL TECHNOLOGY (BSIT) GRADUATES OF GUIMARAS STATE COLLEGE-SALVADOR CAMPUS

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ABSTRACT

This study was conducted to determine the employment status of Bachelor of Industrial Technology Graduates of Guimaras State College. Descriptive research design was used in the study. The respondents of the study were BIT graduates of Guimaras State College from AY 2006 - 2007 to 2012-2013. The instrument used was the CHED Standardized Tracer Questionnaire. Since it was already standardized instrument, no validation and reliability testing was done. The statistical tools used were frequency count, mean and percentages. Results revealed that Majority of the respondents were male, single, were born on the year 1987 and were residents of the Province of Guimaras. As to their parents' occupation, majority of the fathers were laborers, farmer, forestry workers and fishermen while the mothers were mostly housekeeper or unemployed with the average annual family income of less than 50,000.00 and with a household size of more than five members.Most of the respondents were bachelor degree holders. Majority of the respondents were employed and hired on a monthly income of 5,000.00 to less than 10,000 on a private sector. Majority of the respondents reasoned out they stay on a job because of salaries and benefits and their first job was not related to their course. The length of stay on the first job of the respondents was 1-6 months and the reason why they left their previous job was due to low salary and lack of benefits. The skill that they acquired from their degree/course/program that was very much useful was the human resource skills.

Keywords: employment status, industrial technology, graduates, gsc

INTRODUCTION

Background of the study

Guimaras State College (GSC) started as a Vocational High School in 1968. It catered to the vocational education needs of the secondary students of the municipality. The road towards providing quality education to the people of Guimaras did not end there. In 1995, Former President Fidel V. Ramos signed into law RA 7944, paving the way for the conversion of Buenavista Vocational School into a Polytechnic Tertiary School under the name, Guimaras Polytechnic College. Finally, on June 8, 2001, RA 9138 was signed into law by Former President Gloria Macapagal – Arroyo, creating Guimaras State College. The graduates of Guimaras State College today are scattered all over region 6.

Graduates of higher education constitute the backbone of any program of human resource development since it is upon higher education that the nation depends for scientist, technologists, economists, teachers, professionals and leaders in various endeavors. Higher Education was quintessentially a positional good to the extent that it bestowed socio-economic advantage on those who consumed it. Graduates must be trained to be well-rounded individuals to cope with the ever- increasing global demand to handle multi-tasking (https://www.google.com/search?q=http://www.newsflash. org/2002/05/si/si001236.htm).

The contribution of higher education to the world at large has greatly influenced the development of society and its citizens. New social and economic needs are being addressed to by the academe in order that satisfaction and gratification can be attained (Gandeza, 2002).

The study of Infante, Junco & Marquez, (2013) on Employment Status of the Graduates of Guimaras State College- Mosqueda Campus. Employment status is one of the major factors influencing the quality of work. Manpower contributes to building a productive nation. This tracer study was conducted to determine the employment status of the graduates of Guimaras State College-Mosqueda Campus from AY 2006-2012. The instrument used in the study was the standardized one formulated by the Commission on Higher Education in doing tracer studies for the higher education institution. The questionnaires were distributed per municipality based on the addresses of the respondents taken from the School's Registrar Office. The majority of the graduates were female and single. They came from a family with big household size having an annual family income of less than P50,000.00. Majority of these graduates did not take further studies though they were very satisfied with the knowledge and skills acquired from their course for which they found the program and self-readiness as very effective. Majority of them were employed on a contractual basis with a monthly salary of P5,000.00 to less than P10,000.00. The primary reason for those who were not employed was family responsibility. Very evident in this study is the fact that despite poverty, the Filipino families still value education as means to finding better employment opportunities. Regardless of the dearth of physical facilities that GSCMC provided, still they continue to take higher education with the institution. The result of the study served as basis in pursuing plans and proposed action areas of intervention for GSC programs and services to the community it is serving.

The study of Negus Kebedom (2010) on Tracer Study examined the adequacy or otherwise Sheba University College provides for manpower needs of all sectors which included specific objectives such as to determine the success of education and training relating to the graduates, and employers; to find out how the graduates obtained their first employment; to determine whether or not the graduates specific work assignment are related to their field of study; to indicate possible deficits in a given educational program and serve basis for future planning activities such that academic programs might be brought more closely into line with the needs of the country in question; and to access the graduates perception and attitudes towards Sheba University College and their occupational characteristics.

The study of Landero and Romarate (2001) on Job Placement of Convention of Philippines Baptist Churches (CPBC) Scholars of the College of Theology, Central Philippines University, reported that 163 out of 237 respondents (68.8 %) are currently serving Churches and other institutions, 69 or (29.1 percent) have served CPBC Churches up to the present. Two or .80% has not served CPBC Churches or other related institutions. CPBC scholars who were not serving CPBC and other churches were found to be working as a private school teacher (12.7%), administrator/president/supervisors (7.2%), non- CPBC Pastors (3.8%), public school teachers (3.8%), government employees (2.5%), farmers (2.1%), homemakers (1.3%), NGO staff (0.4%), businessman/woman (0.8%), and 5.5 percent did not provide information in their job placements.

Further, Hilario (1999) stated that Silva's study revealed that more graduates of non-degree courses earned less than the graduates of degree courses while 71.4 percent of graduates who had higher income were degree holders.

The trend in education today is a global education. Higher Education institutions are responsible in helping students develop a sense of the world as a set of interconnected and interdependent economic environment, social and political system. They are expected to achieve the purpose of global education, which include social welfare, better living standards, better health and less crime. They are also expected to increase production and income and attain a greater efficiency in the agriculture, industry and government. They can provide the world of the right information that can be utilized to fight against ignorance and intolerance.

The College is known for providing quality and excellent education for each student. The great need to determine the employment status of the four-year degree graduates that the College had produced in relation to the training they acquired from GSC. This study would prove to be a good guide in planning activities of the College to improve its current services to its stakeholders.

Statement of the problem

This study was conducted to determine the employment status of the GSC BIT graduates of Salvador Campus from AY 2008-2009 to 2012– 2013.

The following specific objectives were determined in the study:

1. What is the personal profile of the graduates?

2. What is the profile of the GSC-SC graduates?
    a. sex
    b. civil status
    c. parents' occupation
    d. average annual income
    e. household size
    f. province of origin

3. What is the educational profile of the graduates in terms of:
    a. highest educational attainment
    b. choice of educational institutional in college
    c. Knowledge and skills acquired from courses/degree program
    d. Effectiveness of the study program and self- readiness

4. What is the current employment status of the respondents in terms of:
    a. No. of graduates who were employed/unemployed
    b. Reasons for being unemployed
    c. Present occupation
    d. status in their present occupation
    e. length of service
    f. starting monthly salary
    g. current monthly salary
    h. employee's work ability as perceived by himself

5. What is the job transition of the graduates in terms of:
    a. reasons for accepting/staying/changing the first job
    b. relatedness of the first job to the course
    c. length of service in the first job
    d. length in finding the first job
    e. job level/position
    f. starting monthly salary
    g. extent of the relevance of the college curriculum to the first job
    h. competencies learned in college that were useful in the first job
    i. availability of secondary or part- time job

Research Methodology

Research Design

The descriptive method of research was used in this study to determine the employment status of the graduates of GSC from AY 2008 - 2009 up to 2012-2013. Descriptive research is appropriate for this study, which aimed to find out what prevail in the present conditions or relationships, held opinions and beliefs, processes and effects and developing trends in the employment status of the graduates.

Respondents of the Study

The study was conducted in the province of Guimaras, Philippines where almost all of the Industrial Technology graduates are living. The respondents of this study were 93 out of 100 BSIT/BIT graduates of Guimaras State College from AY 2008-2009 to 2012– 2013. These respondents were graduates of different major areas of Industrial Technology program such asAutomotive, Electrical, Electronics, Machine Shop, Food, and Garments Technology. The list of the respondents was taken from the records of the Registrar's Office after a letter request was approved by the Dean and Vice President for Academic Affairs. The table below shows the number of graduates and their corresponding year graduated.

Table 1. The Frequency Distribution of Graduates per Year

Academic Year	Courses						Total
	Automotive Technology	Electrical Technology	Electronics Technology	Machine Shop Technology	Food Technology	Garments	
2008-2009	11	10	10	4	3	1	39
2009-2010	7	3	7	3	3	0	23
2010-2011	3	5	3	2	0	1	14
2011-2012	2	0	1	2	0	0	5
2012-2013	3	4	6	0	6	0	19
Total	26	22	27	11	12	2	100

Data Gathering Instrument

The instrument used in the study was the standardized one formulated by the Commission on Higher Education (CHED) in doing tracer studies for the higher education institution. The questionnaires were distributed per municipality based on the addresses of the respondents taken from the School's Registrar Office.

Data Collection Procedure

In the process of collecting the data, students' enumerators were hired during the summer break last May 2015. They underwent orientation prior to actual data gathering. Survey instrument was reproduced with transmittal letter addressed to each respondent. The farthest barangay of the Province were distributed first for easy management of time during the conduct of the actual study. The social media network was also used for those who cannot be reached personally but have media account such as Facebook, twitter, e-mail address, Skype and other sources.

Statistical Tools Used in the Study

The data were collected, sorted and tabulated in Excel based on the requirement of the study. These were analyzed using Statistical Package for Social Sciences (SPSS) program. Interpretation of results was done using frequency, percentages and ranking.

RESULTS AND DISCUSSIONS

Profile of the Respondents

In the profile of the respondents, table 2 shows that out of 93 respondents, the majority of them (84 or 90.3%) were male and (8 or 8.6%) were female. As to their marital status, there were (68 or 73.1%) single and (25 or 26.9%) married.

As to their year of birth, results revealed that majority of the respondents (14 or 15.1%) were born on 1987, (11 or 11.8%) 1988, 1989 and 1990, (9 or 9.7%) 1992, (8 or 8.6%) 1991, (7 or 7.5%) 1986, (5 or 5.4%) 1985, (5 or 5.4%) did not indicate their response, (4 or 4.3%) 1980, (2 or 2.3%) 1982 and 1993, (1 or 1.1%) 1981, 1983, 1984, and 1997.

As to their province of origin or residence of the respondents, results revealed that majority (91 or 97.8%) reside in Guimaras, (1 or 1.1%) resides in Antique, and (1 or 1.1%) resides in Iloilo. As to the location of origin, (93 or 100%) of the respondents were from rural area.

Table 2. Frequency Distribution of the Profile of the Respondents

Sex	**F**	**%**
Male	84	90.3
Female	8	8.6
No response	1	1.1
Total	**93**	**100.0**
Marital Status	**f**	**%**
Single	68	73.1
Married	25	26.9
Total	**93**	**100.0**
Year of Birth	**F**	**%**
1980	4	4.3
1981	1	1.1
1982	2	2.3
1983	1	1.1
1984	1	1.1
1985	5	5.4
1986	7	7.5
1987	14	15.1
1988	11	11.8
1989	11	11.8
1990	11	11.8
1991	8	8.6
1992	9	9.7
1993	2	2.2
1997	1	1.1
No response	5	5.4
Total	**93**	**100**

Province Origin	**F**	**%**
Antique	1	1.1
Guimaras	91	97.8
Iloilo	1	1.1
Total	**93**	**100.0**
Location of Origin	F	%
Rural	93	93.9
Urban	0	0.0
Total	**93**	**100.0.**

Data in table 3 present the fathers' occupation of the respondents, results revealed that out of 93 respondents, (25 or 26.9%) have fathers who work as Laborer, Unskilled Worker, (16 or 17.2%) Farmer, Forestry Worker, Fisherman, (15 or 16.1%) Not Employed, (6 or 6.5%) Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor, (2 or 2.2%) Technical, Associate Professional, (2 or 2.2%) Service Worker in Shop, Market, (2 or 2.2%) Other Community, Social and Personal Service Activities, (1 or 1.1%) Trader, Related Work, (1 or 1.1%) Plant and Machine Operator, Assembler, (1 or 1.1%) Health and Social Work, and (1 or 1.1%) was Private Household with Employed Service Activities. On the other hand, there were (21 or 22.6%) whose type of occupation were not listed in the option.

In terms of mothers' occupation, results revealed that majority (60 or 64.5%) have mothers who were unemployed, (6 or 6.5%) work as Service Worker in Shop, Market, (4 or 4.3%) Health and Social Work, (3 or 3.2%) Other Community, Social and Personal Service Activities, (2 or 2.2%) Private Household with Employed Service Activities and (1 or 1.1%) was Official of Government and Special-interest Organization, Corporate Executive, Manager, Managing Proprietor and Supervisor. On the other hand, there were (17 or 18.3%) whose type of occupation were not listed in the option.

Table 3. Frequency Distribution in the Educational Attainment of the Parents

Fathers' Occupations	**F**	**%**
Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor	6	6.5
Technical, Associate Professional	2	2.2
Service Worker in Shop, Market	2	2.2
Farmer, Forestry Worker, Fisherman	16	17.2
Trader, Related Work	1	1.1
Plant and Machine Operator, Assembler	1	1.1
Laborer, Unskilled Worker	25	26.9
Health and Social Work	1	1.1
Other Community, Social and Personal Service Activities	2	2.2
Private Household with Employed Service Activities	1	1.1
Not Employed	15	16.1
Others	21	22.6
Total	**93**	**100.0**
Mothers' Occupations	**F**	**%**
Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor	1	1.1
Service Worker in Shop, Market	6	6.5
Health and Social Work	4	4.3
Other Community, Social and Personal Service Activities	3	3.2
Private Household with Employed Service		

Activities	2	2.2
Not Employed	60	64.5
Others	17	18.3
Total	**93**	**100.0**

Table 4 below indicates the annual family income of the respondents' family. Results revealed that the majority (50 or 53.8%) were earning less than 50,000, (30 or 32.3%) earn 50,001-100,000, (8 or 8.6%) earn 100,001-150,000, (3 or 3.2%) earn 150,001-200,000, and (2 or 2.2%) who earn more than 250,000. This means that majority of the respondents were earning just enough or even not enough to sustain their basic needs for the whole year.

Table 4. AverageAnnual Family Income

Annual Family Income	**F**	**%**
Less than 50,000	50	53.8
50,001 - 100,000	30	32.3
100,001 - 150,000	8	8.6
150,001 - 200,000	3	3.2
more than 250,000	2	2.2
Total	**93**	**100.0**

Data on table 5 presents the respondents' household size. Out of 93 respondents, majority (29 or 31.2%) answered that they belong to a household of more than 5 members, (21 or 22.6%) have 3 members, (17 or 18.3%) have 4 members and have 5 members, (5 or 5.4%) belong to a household of 1 member and only (4 or 4.3%) answered that they belong to a household of 2. This means that most of the respondents belong to a big household size. This also implies that Filipinos still practice the saying "the bigger the family, the merrier it is and the lighter will be the home chores".

Table 5. Household size of the Respondents

	f	%
1	5	5.4
2	4	4.3
3	21	22.6
4	17	18.3
5	17	18.3
more than 5	29	31.2
Total	93	100.0

Educational Background

The educational profiles of the respondents are indicators of how they value the importance of acquiring the best education. Result revealed that all of the 93 respondents graduated from a state university or college. As to educational attainment, results revealed that all of the 93 respondents earned a baccalaureate degree.

Table 6. Educational Attainment

Educational Background	**f**	**%**
State University/College	93	100.0
Total	**93**	**100.0**
Highest Educational Attainment	**f**	**%**
Baccalaureate (four or five-year degree)	93	100.0
Total	**93**	**100.0**

Data in this table present the year the respondents entered in college. Results revealed that majority of them (25 or 26.9%) entered in 2005, (23 or 24.7%) entered in 2006, (17 or 18.3%) entered in 2007 and 2009, (3 or 3.2%) entered in 2003, 2008 and 2010, (1 or 1.1%) entered in 2002 and (1 or 1.1%) did not indicate his response.

Table 7. Year entered in College

Year entered in College	f	%
2002	1	1.1
2003	3	3.2
2005	25	26.9
2006	23	24.7
2007	17	18.3
2008	3	3.2
2009	17	18.3
2010	3	3.2
No Response	1	1.1
Total	**93**	**100**

Results revealed that as to the number of years completed in primary/elementary, (93 or 100%) of the respondents completed it in six years, (93 or 100%) completed Secondary/High school in 4 years and (93 or 100%) completed University/College Degree in 4 years.

Table 8. Number of Years Completed

Number of Year Completed in Primary/Elementary	f	%
6.00	93	100.0
Total	**93**	**100.0**
Number of Year Completed in Secondary/High School	**f**	**%**
4.00	93	100.0
Total	**93**	**100.0**
Number of Year Completed in University/College (baccalaureate/diploma)	**f**	**%**
4.00	93	100
Total	**93**	**100.0**

The table 9 presents the area of specialization of the respondents. Results revealed that majority of them (22 or 23.7%) finished Electrical Degree, (20 or 21.5%) Electronics, (18 or 19.4%) Automotive, (13 or 14%) Machine Shop and (5 or 5.4%) Food Technology. On the other hand, (6 or 6%) did not indicate their response. This shows that majority of the respondents preferred specialize Electrical degree than any other majors.

Furthermore, the table shows the year the respondents graduated. Results revealed that majority of the respondents (27 or 29%) graduated in 2009. Next were (21 or 22.6%) who graduated in 2010, (18 or 19.4%) in 2013, (16 or 17.2%) in 2011, (5 or 5.4%) in 2012, (3 or 3.2%) in 2007, and only (1 or 1.1%) were graduates in 2006 and 2008. The other (1 or 1.1%) did not indicate his response.

Table 9. Degree Earned by the Respondents

Degree Earned	**f**	**%**
Automotive	18	19.4
Electronics	20	21.5
Electrical	22	23.7
Food Tech	5	5.4
Machine Shop	13	14
Did not indicate	6	6
Total	**93**	**100**
Year Graduates	**f**	**%**
2006	1	1.1
2007	3	3.2
2008	1	1.1
2009	27	29
2010	21	22.6
2011	16	17.2
2012	5	5.4
2013	18	19.4
Did not indicate	1	1.1
Total	**93**	**100**

Data in table 10 present the honor received by the respondents, (2 or 2.8%) were cum laude, (2 or 2.28%) were magna cum laude, (1 or 1.4%) received a service award and (66 or 93%) did not indicate their response.

Table 10.Honor Received

	f	**%**
Cum Laude	2	2.8
Magna Cum Laude	2	2.8
Service Award	1	1.4
Did not indicate	66	93.0
Total	**93**	**100**

Table 11.

Rank 1	f	%
High grades in the course or subject areas(s) related to the course	1	1.1
Influence of parents or relatives	3	3.2
Influence of friends/peers	1	1.1
Prospect for immediate employment	6	6.5
Provided with a college scholarship (or other means to attend college)	1	1.1
More job opportunities are available to BIT graduates	1	1.1
Availability of course offering in chosen institution	2	2.2
Wants to get a prestigious job	6	6.5
Affordable for the family	55	59.1
Opportunity for employment abroad	2	2.2
Strong passion for the profession	13	14.0
No particular choice or no better idea	2	2.2
Total	93	100.0

Rank 2	f	%
Prestige in our community	3	3.2
Influence of parents or relatives	9	9.7
Influence of friends/peers	2	2.2
Prospect for immediate employment	9	9.7
Provided with a college scholarship (or other means to attend college)	1	1.1
More job opportunities are available to BIT graduates	4	4.3
Availability of course offering in chosen institution	17	18.3
Wants to get a prestigious job	18	19.4
Affordable for the family	18	19.4
Opportunity for employment abroad	9	9.7
Strong passion for the profession	3	3.2
Total	**93**	**100.0**

Rank 3	f	%
High grades in the course or subject areas(s) related to the course	1	1.1
Good grades in high school	1	1.1
Prestige in our community	1	1.1
Influence of parents or relatives	15	16.1
Influence of friends/peers	16	17.2
Prospect for immediate employment	21	22.6
More job opportunities are available to BEEd graduates	1	1.1
Availability of course offering in chosen institution	16	17.2
Wants to get a prestigious job	7	7.5
Affordable for the family	8	8.6
Opportunity for employment abroad	5	5.4
No particular choice or no better idea	1	1.1
Total	**93**	**100.0**

Rank 4	f	%
High grades in the course or subject areas(s) related to the course	1	1.1
Good grades in high school	1	1.1
Prestige in our community	4	4.3
Influence of parents or relatives	24	25.8
Influence of friends/peers	19	20.4
Prospect for immediate employment	10	10.8
More job opportunities are available to BIT graduates	2	2.2
Availability of course offering in chosen institution	7	7.5
Wants to get a prestigious job	6	6.5
Affordable for the family	5	5.4
Opportunity for employment abroad	10	10.8
Strong passion for the profession	4	4.3
Total	93	100.0

Rank 5	f	%
High grades in the course or subject areas(s) related to the course	1	1.1
Prestige in our community	3	3.2
Influence of parents or relatives	24	25.8
Influence of friends/peers	14	15.1
Prospect for immediate employment	9	9.7
More job opportunities are available to BEEd graduates	1	1.1
Availability of course offering in chosen institution	10	10.8
Wants to get a prestigious job	4	4.3
Affordable for the family	4	4.3
Opportunity for employment abroad	8	8.6
Strong passion for the profession	4	4.3
No particular choice or no better idea	11	11.8
Total	59	100.0

Data in table 12 present the choice of the education institution of the respondents. When the respondents
were asked whether the University or College that they have graduated were their first school of choice, results,revealed that out of 93 respondents majority (87 or 93.5%) answered yes while (6 or 6.5%) answered no. This showsnthat majority of the graduates chose Guimaras State College as their first school of choice.

The table also presents the principal reason for the selection of the educational institution of the respondents. Results revealed that the majority (90 or 96.8%) indicate their response that principal reason was reputation for cheap/ affordable tuition fees, (2 or 2.2%) whose reason was not listed in the options and (1 or 1.1%) whose parents/siblings/relatives are alumni of this college or university.

Table 12. Graduated from First School of Choice

	f	%
Yes	87	93.5
No	6	6.5
Total	**93**	**100.0**
Principal Reason for Choosing the College/University	**f**	**%**
Reputation for cheap/affordable tuition fees	90	96.8
Parents/siblings/relatives are alumni of this college/university	1	1.1
Others	2	2.2
Total	**93**	**100.0**

Data in table 13 below shows the sources of information for choosing a college. Results revealed that majority (64 or 68.8%) their source were their parents/siblings/relatives, (14 or 15.1%) did not indicate their response, (12 or 12.9%) friends/classmates, (2 or 2.2%) high school teacher/counselor and (1 or 1.1%) from media.

Table 13 also presents the people who financed the respondents' education. Results revealed that out of the 93 respondents, (66 or 71%) were financed by their parents, (10 or 10.8%) were financed by their siblings, (8 or 8.6%) were scholars, (5 or 5.4%) were financed by their relatives, and (4 or 4.3%) were working students.

If furthermore shows the place where the respondents live while they were studying. The results revealed that out of 93 respondents, majority (91 or 97.8%) stayed in their own home and (2 or 2.2%) rented a boarding house.

Table 13. Source of Information for Choosing a College

	f	%
Source of Information for Choosing a College		
Media (television, newspaper, radio)	1	1.1
Parents/siblings/relatives	64	68.8
Friends/classmates	12	12.9
High School teacher/counselor	2	2.2
Did not indicate	14	15.1
Total	**93**	**100**
Financed the Respondents Education		
Parents	66	71
Siblings (brother/s, sister/s)	10	10.8
Relatives	5	5.4
Scholarship	8	8.6
Worked while studying	3	3.2
Others	1	1.1
Total	**93**	**100**
Place Where the Respondents Live while Studying		
Own Home	91	97.8
Boarding House/ Apartment	2	2.2
Total	**93**	**100**

Data in table 14 presents the tuition fee of the respondents. Results revealed that out of 93 respondents, majority (39 or 41.9%) their tuition fee ranges from 3,001-3,500, (12 or 12.9%) 4,001-4,500, (11 or 11.8%) 2,001-2,500 and 2,501-3,000, (4 or 4.3%) 1,501-2000, (2 or 2.2%) who had a tuition fee more than 5,000 and (5 or 5.4%) who did not indicate their response. This means that most of the respondents had tuition fee that ranges from 3001-3500.

The table also presents the miscellaneous fee of the respondents. Results revealed that out of 93 respondents, majority (34 or 36.6%) had a miscellaneous fee of 3,001-3,500, (20 or 21.5%) 4,001-4,500, (9 or 9.7%) 3,501-4,000, (8 or 8.6%) had 2,501-3,000, (7 or 7.5%) 1,501-2000 and 2,501-3000, (5 or 5.4%) had more than 5,000 miscellaneous fee, (1 or 1.1%) had 1,001-1500, (1 or 1.11%) less than 1,000 and other (1 or 1.11%) did not indicate his response.

Table 14.Tuition Fees and Miscellaneous fee paid of the Respondents

Tuition Fees	**f**	**%**
1,501-2,000	4	4.3
2,001-2,500	11	11.8
2,501-3,000	11	11.8
3,001-3,500	39	41.9
3,501-4,000	9	9.7
4,001-4,500	12	12.9
More than 5,000	2	2.2
Did not indicate	5	5.4
Total	**93**	**100.0**
Miscellaneous Fees	**f**	**%**
Less than 1,000	1	1.1
1,001-1,500	1	1.1
1,501-2,000	7	7.5
2,001-2,500	7	7.5
2,501-3,000	8	8.6
3,001-3,500	34	36.6
3,501-4,000	9	9.7
4,001-4,500	20	21.5
More than 5,000	5	5.4
Did not indicate	1	1.1
Total	**93**	**100.0**

Data in table 15 present the knowledge or skills acquired from courses/degree program. Results revealed that the overall mean was 2.66 interpreted as "somewhat extreme".
Looking into the individual item, Proficiency in written Filipino (M=2.49), Proficiency in spoken Filipino (2.48), Team work/ working with others in a group (M=2.49) and Exposure to general knowledge and current issues (M=2.56) were interpreted as "Very Extreme". Proficiency in spoken English (M=2.82), IT skills (M=3.12), Proficiency in written English (M=2.74).

Proficiency in spoken English (M=2.77), Interpersonal Communication Skills (M=2.62), Creative and critical thinking skills (M=2.63), Analytical Skills (M=2.63) and Problem Solving Skills (M=2.60), all were interpreted as "Somewhat Extreme". This show that the respondents were very satisfied with the knowledge or skills they had acquired from the courses or degree program of BIT. This also implies that the respondents had very effective professors and instructors since most of their skills were honed.

KNOWLEDGE/SKILLS ACQUIRE FROM COURSES/DEGREE PROGRAM

Table 15. Knowledge and Skills Acquire from Course/Degree Program

	Mean	Sd	Interpretation
Proficiency in spoken English	2.82	0.625	Somewhat Extreme
IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc.)	3.12	0.832	Somewhat Extreme
Proficiency in written English	2.74	0.690	Somewhat Extreme
Proficiency in spoken English	2.77	0.645	Somewhat Extreme
Proficiency in written Filipino	2.49	0.686	Very Extreme
Proficiency in spoken Filipino	2.48	0.701	Very Extreme
Interpersonal communication skills	2.62	0.736	Somewhat Extreme
Creative and critical thinking skills	2.63	0.734	Somewhat Extreme
Analytical Skills	2.63	0.622	Somewhat Extreme
Problem Solving Skills	2.6	0.610	Somewhat Extreme
Team work/working with others in a group	2.49	0.670	Very Extreme
Exposure to general knowledge and current issues	2.56	0.800	Very Extreme
Total	**2.66**	**0.602**	**Somewhat Extreme**

Scale: 1.00 – 1.79 (Extremely), 1.80 – 2.59 (Very Extreme), 2.60 – 3.39 (Somewhat Extreme), 3.40 – 4.19 (Not very Extreme), 4.20 – 5:00 (Not at all extreme)

Data in table 16 present the effectiveness of study program and self-readiness of the respondents. Results revealed that the overall mean was 2.65 interpreted as "Somewhat Extreme". On the individual item, Proficiency in Written English (M=2.58), Proficiency in written English (M=2.78), Proficiency in spoken English (M=2.74), Proficiency in written Filipino (M=2.48), Proficiency in spoken Filipino (M=2.48), Team work/working with others in a group (M=2.51), and Exposure to general knowledge and current issues (M=2.59), all were interpreted as "Very Extreme".

Information Technology skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc. (M= 3.13), Interpersonal communication skills (M=2.66), Creative and critical thinking skill (M=2.62), Analytical Skills (M=2.62), Problem Solving Skills (M=2.62) were interpreted as "Somewhat Extreme". This implies that the graduates found the study program effective that would prepare them in facing the challenges in relation to what they have acquired.

Table 16.Effectiveness of Study Program and Self-Readiness

	Mean	**Sd**	**Interpretation**
Proficiency in written English	2.58	0.812	Very Extreme
IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc.)	3.13	0.797	Somewhat Extreme
Proficiency in written English	2.78	0.673	Somewhat Extreme
Proficiency in spoken English	2.74	0.706	Very Extreme
Proficiency in written Filipino	2.48	0.716	Very Extreme
Proficiency in spoken Filipino	2.48	0.748	Very Extreme
Interpersonal communication skills	2.66	0.684	Somewhat Extreme
Creative and critical thinking skill	2.62	0.765	Somewhat Extreme
Analytical Skills	2.62	0.658	Somewhat Extreme
Problem Solving Skills	2.62	0.606	Somewhat Extreme
Team work/working with others in a group	2.51	0.653	Very Extreme
Exposure to general knowledge and current issues	2.59	0.695	Very Extreme
Total	**2.65**	**0.602**	**Somewhat Extreme**

Scale: 1.00 – 1.79 (Extremely), 1.80 – 2.59 (Very Extreme), 2.60 – 3.39 (Somewhat Extreme), 3.40 – 4.19 (Not very Extreme), 4.20 – 5:00 (Not at all extreme)

Data in table 17 present the number of students who recommended the University/college they have attended to their family members and friends. Results revealed that out of 93 respondents, majority (88 or 94.6%) recommend the University/college while (5 or 5.4%) did not recommend it.

Table 17. Number of students who recommend their family member(s) and Friends to study in this college

	f	**%**
Yes	88	94.6
No	5	5.4
Total	**93**	**100.0**

FURTHER STUDIES

Table 18 below shows the respondents' choice for enrolling for further studies. When the respondents were asked whether they will enroll for further studies, majority (89 or 77.5%) answered no, while (3 or 22.5%) answered yes.

The table also shows the respondents' choice for mode of study. Majority (90 or 96.8%) did not indicate their response, while (3 or 3.2%) responded full time. It also shows the respondents' choice for level of studies. Majority (90 or 96.8%) did not indicate their response, while (3 or 3.2%) answered certificate.

The respondents' response if the area is similar or related to their previous areas of study. Result revealed that Majority (73 or 78.5%) did not indicate their response, (17 or 18.3%) answered yes, while (3 or 3.2%) answered no.

Data in this table shows the respondents' reasons for further studies, majority (88 or 94.6%) did not indicate their response, (2 or 2.2%) answered family encouragement, and (1 or 1.1%) indicated strong interest in seeking knowledge, enhance academic credentials/ qualification and not ready to work.

Table 18.Enroll for further studies and the Mode of Study

Enroll for further studies	**f**	**%**
Yes	3	22.5
No	89	77.5
Did not indicate	1	1.1
Total	**93**	**100.0**
Mode of Study	**f**	
Full time	3	3.2
Did not indicate	90	96.8
total	**93**	**100.0**
Level of Study	**f**	**%**
Certificate	3	3.2
Did not Study	90	96.8
Total	**59**	**100.0**
Is the area similar or related to your previous areas of study?	**f**	**%**
Yes	17	18.3
No	3	3.2
Did not indicate		
Total	**93**	**100.0**
Reasons for further studies	**f**	**%**
Strong interest in seeking knowledge	1	1.1
Enhance academic	1	1.1
credentials/qualifications	2	2.2
Family encouragement	1	1.1
Not ready to work	88	94.6
Did not indicate	73	78.5
Total	**93**	**100.0**

EMPLOYMENT DATA

Data in table 19 present the employment data of the respondents. Results revealed that out of 93 respondents, majority (66 or 71%) was presently employed, (23 or 24.7%) were unemployed and (4 or 4.3%) were never employed. This means that during the conduct of this study, majority of the respondents were employed.

Data in this table also shows the reasons why some of the respondents were unemployed. Basically, (6 or6.5%) responded that they were not employed because of no job opportunity, (4 or 4.3%) answered that they have family responsibility, (3 or 3.2%) chose not to work, (2 or 2.2%) answered job offered was not suitable, lack of work experience, not interested to work and health problem. (1 or 1.1%) did not indicate his answer.

Table also presents different job sectors respondents were employed. Out of 93 respondents, majority (52 or 55.9%) did not indicate, (27 or 29%) private (local), (4 or 4.3%) national government, (3 or 3.2) private (multinational/foreign), (2 or 2.2%) local government, Education (public), and (1 or 1.1%) answered own firm business, non-government organization and others.

Table 19 also presents the present employment status of the respondents. Results showed that the majority of the employed respondents (30 or 32.3%) work as contractual, (20 or 21.5) were already regular employees, (13 or 14%) as casual, (3 or 3.2%) temporary and (2 or 2.2%) were self-employed. On the other hand, (25 or 26.9%) did not indicate their response. This may imply that although they are already practicing profession, they were still not stable in their jobs.

Table 19. Employment Data of the Respondents

Presently Employed	**f**	**%**
Yes	66	71
No	23	24.7
Never Employed	4	4.3
Total	93	100.0
Reason for not yet employed	**f**	**%**
Family Responsibility	4	4.3
Job offered was not suitable	2	2.2
Lack of work experience	2	2.2
Chose not to work	3	3.2
No job opportunity	6	6.5
Not interested to work	2	2.2
Health Problem	2	2.2
Others	1	1.1
Did not indicate	71	76.3
Total	**93**	**100.0**
Job Sector	**f**	**%**
National Government	4	4.3
Local Government	2	2.2
Education (public)	2	2.2
Private (multinational/foreign)	3	3.2
Private (local)	27	29
Own firm Business	1	1.1
Nongovernmental Organization	1	1.1
Others	1	1.1
Did not indicate	52	55.9
Total	**93**	**100.0**
Present Employment Status	**f**	**%**
Regular or Permanent	20	21.5
Temporary	3	3.2
Casual	13	14
Contractual	30	32.3
Self-Employed	2	2.2
Did not indicate	25	26.9
Total	**93**	**100.0**

Data in table 20 presents the ability of the respondents to perform a job. Results revealed that the overall mean was 2.30 interpreted as "Good". On the individual item, Working in a team (M=1.57) interpreted as excellent. Communication skills (M=2.19), Problem-solving and decision-making skills (M=2.14), Confidence to perform tasks required (M=2.10), Communication skills (M=2.19), Usage of ICT (Information and Communication Skills) (M=2.49), Ability to use ICT applications (M=2.57) and Technical skills in AFNR (M=2.56), all were interpreted as "Good".

Table 20.Ability to Perform a Job

Ability to perform a job	Mean	Sd	Interpretation
Communication skills	2.19	0.827	Good
Problem-solving and decision-making skills	2.14	0.550	Good
Confidence to perform tasks required	2.10	0.546	Good
Working in a team	1.57	1.057	Excellent
Communication skills	2.19	0.605	Good
Usage of ICT (Information and Communication Skills)	2.49	0.609	Good
Ability to use ICT applications	2.57	0.653	Good
Technical skills in AFNR	2.56	0.699	Good
Total	**2.30**	**0.422**	**Good**

Scale: 1.00 – 1.79 (Excellent), 1.80 – 2.59 (Good), 2.60 – 3.39 (Somewhat Good), 3.40 – 4.19 (Poor), 4.20 – 5:00 (Very Poor)

Data in Table 21 shows the result after asking the respondents if it was their first job after college. The results revealed that out of 93 respondents, majority (41 or 44.1%) answered yes, (32 or 34.1%) answered no while (20 or 21.5%) did not indicate their response.

This table shows the reasons of the respondents for staying on their job. Out of 93 respondents, (42 or 45.2%) did not indicate their answers, (33 or 35.5%) their reason was the salaries and benefits, (6 or 6.5%) Related to course or program of study, (5 or 5.4%) answered career challenge and related to special skill and (2 or 2.2%) chose family influence.

Table 21. First Job after College

First Job after College	**f**	**%**
Yes	41	44.1
No	32	34.4
Did not indicate	20	21.5
Total	**93**	**100.0**
Reason for Staying on the Job	**f**	**%**
Salaries and benefits	33	35.5
Career challenge	5	5.4
Related to special skill	5	5.4
Related to course or program of study	6	6.5
Family influence	2	2.2
Did not indicate	42	45.2
Total	**93**	**100.0**

Table 22 shows the response of the respondents if their first job was related to the course they took up in college. (36 or 38.7%) answered no and did not indicate, while the remaining (21 or 22.6%) answered yes.

This table shows the reason of the respondents for accepting the job. Out of 93 respondents, majority (56 or 60.2%) answered salaries and benefits, (15 or 16.1%) related to special skills, (15 or 16.1%) did not indicate and (7 or 7.5%) answered career challenge.

This table shows the reason of the respondents for changing a job. Out of 93 respondents, majority (49 or 52.7%) did not indicate, (30 or 32.3%) answered salaries and benefits, (5 or 5.4%) career challenge and related to special skills, (2 or 2.2%) proximity to residence and others.

This table also shows the length of stay of the respondents in their first job. Out of 93 respondents, (24 or 25.8%) answered 1 to 6 months, (18 or 19.4%) 7 to 11 months, (16 or 17.2%) did not indicate, (13 or 14%) 2 years to less than 3 years, (9 or 9.7%) others, (7 or 7.5%) 1 year to less than 2 years, (4 or 4.3%) 3 years to less than 4 years, and (2 or 2.2%) less than a month.

Table 22. First Job Related to the Course took up in college

Is your First Job Related to the Course you took up in college?	**f**	**%**
Yes	21	22.6
No	36	38.7
Did not indicate	36	38.7
Total	**93**	**100.0**
Reason for Accepting the Job	**f**	**%**
Salaries and benefits	56	60.2
Career challenge	7	7.5
Related to special skills	15	16.1
Did not indicate	15	16.1
Total	**93**	**100.0**
Reason for changing a job	**f**	**%**
Salaries and benefits	30	32.3
Career challenge	5	5.4
Related to special skills	5	5.4
Proximity to residence	2	2.2
Others	2	2.2
Did not indicate	49	52.7
Total	**93**	**100.0**
The Length Of Stay Of The Respondents In Their First Job	**f**	**%**
Less than a month	2	2.2
1 to 6 months	24	25.8
7 to 11 months	18	19.4
1 year to less than 2 years	7	7.5
2 years to less than 3 years	13	14.0
3 years to less than 4 years	4	4.3
Others	9	9.7
Did not indicate	16	17.2
Total	**93**	**100.0**

This table 23 shows how the respondents found their first job. Out of 93 respondents, (47 or 50.5%) were walk-in applicant, (15 or 16.1%) information from friends, (10 or 10.8%) did not indicate, (7 or 7.5%) others, (6 or 6.5%) private employment agency, job fair, (4 or 4.3%) media (print ads, radio, TV, internet, (2 or 2.2%) family business and referred by college professor.

This table shows the length of time the respondents took to land on their first job a job. Out of 93 respondents,(32 or 34.4%) answered less than a month, (28 or 30.1%) 1 to 6 months, (13 or 14%) 1 year to less than 2 years, (10 or 10.8%) did not indicate, (6 or 6.5%) 7 to 11 months, (2 or 2.2%) 3 years to less than 4 years, (1 or 1.1%) 2 years to less than 3 years and the other (1 or 1.1%) answered others.

Table 23.

How did you find your first job?	**f**	**%**
Media (print ads, radio, TV, internet)	4	4.3
Private Employment Agency, Job Fair	6	6.5
Walk-in Applicant	47	50.5
Family Business	2	2.2
Information from friends	15	16.1
Referred by college professor	2	2.2
Others	7	7.5
Did not indicate	10	10.8
Total	93	100.0
How long did it take you to land your first job?	**f**	**%**
Less than a month	32	34.4
1 to 6 months	28	30.1
7 to 11 months	6	6.5
1 year to less than 2 years	13	14.0
2 years to less than 3 years	1	1.1
3 years to less than 4 years	2	2.2
Others	1	1.1
Did not indicate	10	10.8
Total	**93**	**100.0**

This table shows the job level position of the respondents on their first job. Out of 93 respondents, (29 or 31.2%) did not indicate, (26 or 28%) rank or clerical, (22 or 23.7%) managerial or executive, (11 or 11.8%) self-employed and (5 or 5.4%) answered professional, technical or supervisory.

This table shows the job level position of the respondents on their second job. Out of 93 respondents, (66 or 71%) did not indicate, (16 or 17.2%) rank or clerical, (7 or 7.5%) professional, technical or supervisory and (4 or 4.3%) answered managerial or executive.

This table shows the initial gross of the respondents. Out of 93 respondents, (50 or 53.8%) 5,000 to less than 10,000, (20 or 21.5%) below 5,000, (9 or 9.7%) 10,000 to less than 15,000, (8 or 8.6%) did not indicate, (3 or 3.2%) 15,000 to less than 20,000 and 20,000 to less than 25,000.

This table also shows the extent of relevance of the college curriculum to the first job of the respondents. Out of 93 respondents, (39 or 41.9%) answered somewhat helpful, (16 or 17.2%) very helpful and not very helpful, (12 or 12.9%) extremely helpful, (8 or 8.6%) did not indicate, and (2 or 2.2%) answered not helpful at all.

Table 24. Job Level Position and Initial Gross Income

Job Level Position (First Job)	**f**	**%**
Rank or Clerical	26	28.0
Professional, Technical or Supervisory	5	5.4
Managerial or Executive	22	23.7
Self-employed	11	11.8
No response	29	31.2
Total	**93**	**100.0**
Job Level Position (Second Job)	**f**	**%**
Rank or Clerical	16	17.2
Professional, Technical or Supervisory	7	7.5
Managerial or Executive	4	4.3
No response	66	71.0
Total	**93**	**100.0**
Initial Gross	**f**	**%**
Below 5,000	20	21.5
5,000 to less than 10,000	50	53.8
10,000 to less than 15,000	9	9.7
15,000 to less than 20,000	3	3.2
20,000 to less than 25,000	3	3.2
No response	8	8.6
Total	**93**	**100.0**
Extent was your college curriculum relevant to your first job?	**f**	**%**
Extremely Helpful	12	12.9
Very Helpful	16	17.2
Somewhat helpful	39	41.9
Not very helpful	16	17.2
Not helpful at all	2	2.2
No response	8	8.6
Total	**93**	**100.0**

This table shows the competencies learned in college that they found very useful in their first job. Out of 93 respondents, majority (75 or 89.3%) answered human relation skills, (51 or 60.7%) communication skills, (6 or 7.1%) problem-solving skills, (5 or 6%) entrepreneurial skills, (3 or 3.6%) information communication skills and critical thinking skills.

Table 25.*Competencies Learned in College did you find very useful in your first job

Competencies Learned in College	f	%
Communication Skills	51	60.7
Human relation skills	75	89.3
Entrepreneurial Skills	5	6.0
Information Technology Skills	3	3.6
Problem-solving skills	6	7.1
Critical thinking skills	3	3.6
No response	9	10.7
Total	**93**	**100.0**

*Multiple Responses

This table shows whether or not the respondents are looking for another job. (52 or 55.9%) answered yes, (37 or 39.8%) responded no and (4 or 4.3%) did not indicate their response.

This table shows the reason of the respondents for looking for another job. Out of 93 respondents, (41 or 44.1%) did not indicate their response, (30 or 32.3%) to get high salary, (9 or 9.7%) looking for a job relevant to my field of study, (8 or 8.6%) looking for job compatible with qualification, and (5 or 5.4%) looking for a permanent job.

This table shows whether or not the respondents have secondary part-time job. Out of 93 respondents, (82 or 88.2%) answered no, (6 or 6.5%) did not indicate and the remaining (5 or 5.4%) answered yes.

Table 26.

Looking for another job	f	%
Yes	52	55.9
No	37	39.8
No response	4	4.3
Total	**93**	**100.0**
Reason for looking another job	**f**	**%**
Looking for job compatible with qualification	8	8.6
To get higher salary	30	32.3
Looking for a job relevant to my field of study	9	9.7
Looking for a permanent job	5	5.4
No response	41	44.1
Total	**93**	**100.0**
Do you have secondary part-time job?	**f**	**%**
Yes	5	5.4
No	82	88.2
No response	6	6.5
Total	**93**	**100.0**

This table shows the reason for taking a job. Out of 93 respondents, (83 or 89.2%) did not indicate, (4 or 4.3%) to get extra income, (3 or 3.2%) to gain experience, (2 or 2.2%) to fill in free time and (1 or 1.1%) to develop new skills.

This table shows whether or not respondents are applying or planning to apply a job overseas or abroad. Out of 93 respondents, (53 or 55.9%) answered no, on the other hand (41 or 44.1%) answered yes.

Table 27.Reason for taking a job and planning to apply a job overseas/abroad

Reason for taking a job	**f**	**%**
To gain experience	3	3.2
To get extra income	4	4.3
To fill in free time	2	2.2
To develop new skills	1	1.1
No response	83	89.2
Total	93	100.0
Currently applying or planning to apply a job overseas/abroad	**f**	**%**
Yes	41	44.1
No	52	55.9
Total	93	100.0

CONCLUSIONS

1. Majority of the respondents were male, single, were born on the year 1987 and were residents of the Province of Guimaras. As to their parents' occupation, majority of the fathers were laborers, farmer, forestry workers and fishermen while the mothers were mostly housekeeper or unemployed with the average annual family income of less than 50,000.00 and with a household size of more than five members.

2. Most of the respondents were bachelor degree holders.

3. Majority of the respondents were employed and were hired on a monthly income of 5,000.00 to less than 10,000 on a private sector.

4. Majority of the respondents reasoned out they stay on a job because of salaries and benefits and their first job was not related to their course. The length of stay on the first job of the respondents was 1-6 months and the reason why they left their previous job was due to low salary and lack of benefits. The skill that they acquired from their degree/course/program that was very much useful was the human resource skills.

RECOMMENDATIONS

1. The Bachelor of Industrial Technology may encourage more female students to enroll in the program to increase the number of female graduates of the program.

2. The Bachelor of Industrial Technology Program may encourage BIT graduates to take a National Certification 1 and 2 from TESDA and may also get a diploma in teaching then take a Licensure Examination for Teachers so that they could teach in the K-12 Program of DepEd.

3. The Bachelor of Industrial Technology may create an extension program for intervention to the increasing rate of unemployment.

4. The Bachelor in Industrial Technology may enhance their graduates' entrepreneurial skills, ICT competency skills, critical thinking skills and problem solving skills.

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