TRACER STUDY OF BACHELOR OF SCIENCE IN AGRICULTURE

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ABSTRACT This study was conducted to trace the Bachelor of Science in Agriculture graduates of Guimaras State College-Baterna Campus, College of Agricultural Sciences from 2017 to 2018. The descriptive research utilizing self-made instrument was used to collect information from the seventy-four (74) graduates. A self-made instrument was used to collect information from the respondents of the study. Statistical tools used were frequency, percentages, and mean. Results revealed that the majority of the graduates of Bachelor of Science in Agriculture of the Guimaras State College for the two consecutive years were already employed, and most were in their field of specialization. Those self-employed graduates were engaged in farming or managing their farms. Additionally, the agriculture program has reached its objective to produce graduates with across-the-board knowledge in green technology, organic and sustainable agriculture, and infused with well-founded values.

Keywords: agriculture, graduates, tracer

INTRODUCTION

Institutions involved in developing human resources through long and short-term programs must keep track of the performance of their graduates to determine accountability and whether or not their programs have impacted the individual, the institution, or the country. Tracer study constitutes one form of an empirical study that provides valuable information for the education and training of a specific institution of higher education (Hazaymeh & Dela Peña, 2015). This information could help educational institutions assess the attainment of its vision, mission, and goals (Banawan & Freires, 2014). A tracer study enables the institution of higher education to get information on possible deficits in a given educational program which can serve as a basis for curricular improvement.

One fundamental problem of education and training is that they must be geared to the current and future needs of the societies undergoing social and economic change. Educational and training cannot be planned to static specifications but must be planned flexibly within the dynamic process. It is and must always remain capable of change. It must also be ensured that the country's specific circumstances in question are taken into account, such that education and training are made effective and efficient to make the best possible use of scarce resources (Schomburg, 2003).

The researchers adopted the general system theory of Abraham Maslow, Hierarchy of Educational needs. In the mid-1950s, psychologist Abraham Maslow created the famous Maslow's Hierarchy of Needs. He explained that certain needs (in the lower levels of the hierarchy) must be met before a person will try to satisfy higher-level needs. Understanding and implementing Maslow's Hierarchy is in the best interest of both the teacher and the students. Without the lowest layer of the hierarchy met, students cannot reach the next level. Each level allows students the ability and motivation to increase. Each student can move up in the hierarchy with the proper support of the teachers and school staff who must focus on Maslow's hierarchy of needs in teaching and education.

In an attempt to respond to the key challenges related to the demographic changes in societies and the changing needs of the community, the Guimaras State College-Baterna Campus, College of Agricultural Sciences policies and programs have been encouraging reforms that aim to improve the education systems efficiency to decrease youth unemployment rates, and develop graduates social capital, as well as their knowledge, skills, and competencies needed in a competitive community guided by Commission on Higher Education Mission and Vision. The purpose of this study is to trace the current status of the alumni of this institution from year the 2017 to 2018 and determine the employed and unemployed respondents. With this, the researchers were interested to conduct this study in order to track the actual status of the graduates.

Statement of the Problem

This study was conducted to trace the students of Guimaras State College-Baterna Campus, College of Agricultural Sciences from the year 2017 to 2018. Specifically, this study sought to answer the following: What is the socio-demographic profile of the graduates of Guimaras State College-Baterna Campus, College of Agricultural Sciences from the year 2017 to 2018, in terms of their age, sex, civil status, year graduated, and honor received; What is the educational profile of the graduates of Guimaras State College-Baterna Campus, College of Agricultural Sciences from the year 2017 to 2018; and What is the socio-economic profile of the graduates of Guimaras State College-Baterna Campus, College of Agricultural Sciences from the year 2017 to 2018?

METHODOLOGY

This tracer study on Guimaras State College-Baterna Campus from 2017 to 2018 employed a descriptive evaluation research design. The descriptive research design was used in describing, explaining, and validating research findings. This study was conducted at the Municipality of San Lorenzo. San Lorenzo is one of the municipalities in Guimaras wherein Guimaras State College-Baterna Campus, College of Agricultural Sciences was located. The purposive random sampling (total enumeration) was used in order to identify the target respondents of the graduates of Guimaras State College-Baterna Campus, College of Agricultural Sciences from 2017 to 2018. The respondents were selected in terms of availability and readiness to participate in the conduct of the study. A total of 74 graduates participated in this study. A self-made instrument was used to collect information from the respondents. The researchers-made questionnaire was composed of two pages. The first page of the questionnaire shows the Profile of the respondents (Independent Variable) such as age, sex, and educational background. The second page of the questionnaire shows the present status of the respondents (Dependent Variable), such as economic status, nature of work, and civil status of the respondents. The questionnaire passed the validity and reliability testing. After establishing the validity and reliability of the research instrument, the researcher sent a formal letter to the school principal of Guimaras State College-Baterna Campus, College of Agricultural Sciences, to ask permission for the conduct of the study. With the help of the school registrar, the researchers determined the number of samples to whom the questionnaire was administered. Then, the researcher personally administered the instrument to the identified respondents approved by twhe management. The responses were encoded, tallied, tabulated, and subjected to data analysis using Statistical Package of Social Sciences (SPSS) v.17 software. Appropriate statistical tools were used to answer every specific stated problem. Frequency, percentages, and mean.

RESULTS AND DISCUSSIONS

Table 1 below shows the number of graduates and employment status of the BS in Agriculture of Guimaras State College. The total number of graduates was 74, wherein 44 (59.4%) graduated in 2017, and 30 (40.5%) were in 2018. On the employment status of the respondents, out of the 74 graduates of the college, 44 (59.5%) were employed, 2 (2.7%) were self-employed, and 28 (37.8%) were unemployed.

Table 1. Number of Graduates and Employment Status

Particulars	Frequency	Percent
School Year		
2016-2017	44	59.5
2017-2018	30	40.5
Total	74	100.0
Employment status		
Employed	44	59.5
Unemployed	28	37.8
Self employed	2	2.7
Total	74	100.0

Through tracer study, an institution can evaluate the quality of education given to their graduates by knowing the graduate's placements and positions in the society which later can be used as a benchmark in producing more qualified and competitive graduates (Banawan, 2014).

wwOut of the 44 employed graduates, they have already got a position in the workplace. Some of the positions were: account supervisor, admin assistant, agriculturist 1, agri-extension worker, agricultural technician, cashier, clerk, faculty, field staff, goat handler, herd supervisor, processing officer, project coordinator, research assistant, sales representative, secretary, office staff, statistical researcher, stockman, supervisor, and Technical Education and Skills Development Authority (TESDA) trainer.

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Table 3. Job Position

Posistion	Frequency	Percent
Acct. Supervisor	1	2.3
Admin Asst.	2	4.6
Agri 1	1	2.3
Agri Extension worker	3	6.8
Agri Tech 2	1	2.3
Agricultural Technologist	1	2.3
Cashier	1	2.3
Clerk	2	4.5
Faculty	1	2.3
Field Staff	1	2.3
Goat Handler	4	9.1
Herd Supervisor	1	2.3
MFO 4	1	2.3
Processing Officer	1	2.3
Project Coordinator	1	2.3
Research Staff/Assistant	6	13.6
Sales Rep	1	2.3
Secretariat	1	2.3
Staff	9	20.5
Statistical Researcher	1	2.3
Stockman	1	2.3
Supervisor	1	2.3
TESDA Trainer	2	4.5
Total	44	100.0

Some of the graduates of BS in Agriculture have already acquired government eligibility, such that 19 (25.7%) have already passed the licensure examination for agriculture, 6 (8.1%) were civil service passers, and 55 (74.3%) have no eligibility. Out of those 55 non-eligible graduates, 39 (70.9%) did not yet take any of the licensure examinations, while 16 (29.1%) did not able to pass the eligibility examinations.

Table 4. Eligibility status

Eligibity	Frequency	Percent
LEA	19	25.7
Civil service	6	8.1
None	55	74.3
Reason of none eligibility		
Does not take any Licensure examination	39	70.9
Did not passed	16	29.1
Total	55	100.0

The graduates spent time to be able to land their first job. However, it was noble to note that majority of them acquired their job less than six months after graduation, comprising 39 (88.6%) of the total employed graduates, while only 5 (11.4%) have landed their first job within 6-12 months after graduated the degree. As to the number of jobs taken, most of the graduates or 33 (75.0%) were still on their first job, while 9 (20.5%) were already on their second job, and 3 (4.5%) were already on their third job.

Table 5. Time Spent to Land the First Job and Number of Jobs Taken

Particulars	Frequency	Percent
Time Spent to Land the First Job		
Below 6 months		
6 months to 1 year	39	88.6
Total	5	11.4
No. of Jobs Taken	44	100.0
1		
2	33	75.0
3	9	20.5
Total	2	4.5
	44	100.0

CONCLUSIONS

The majority of the graduates of BS in Agriculture of the Guimaras State College for the two consecutive years were already employed, and most were in their field of specialization. Those self-employed graduates were engaged in farming or managing their farms. Additionally, the agriculture program has reached its objective to produce graduates with across-the-board knowledge in green technology, organic and sustainable agriculture, and infused with well-founded values.

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