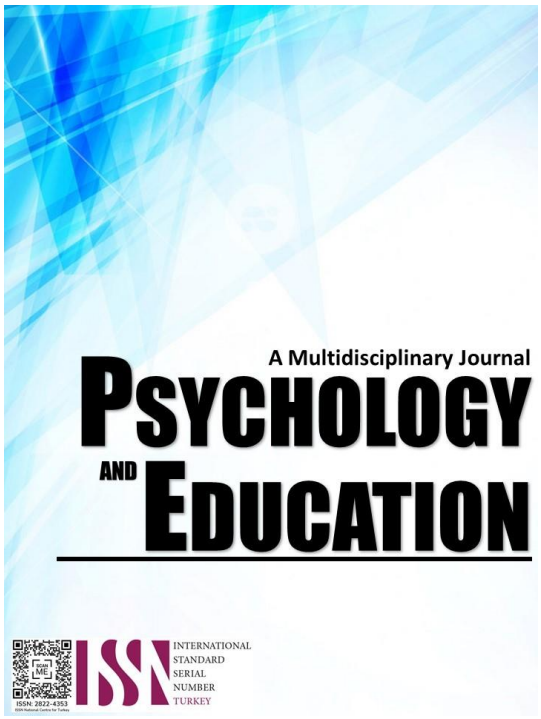
# BACHELOR OF SCIENCE IN INDUSTRIAL TECHNOLOGY MAJOR IN FOODS TECHNOLOGY GRADUATES OF AY 1982-1983 TO 2018-2019: A TRACER STUDY

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Research Article

# Bachelor of Science in Industrial Technology Major in Foods Technology Graduates of AY 1982-1983 to 2018-2019: A Tracer Study

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**Abstract**

The primary purpose of this study is to know the whereabouts of the graduates of the Bachelor of Science major in Foods Technology of MSC, specifically in the A.Y. 1982-1983 to A.Y. 2018-2019. They also emphasize the general information of the graduates, educational background, status of employment, graduate's assessment on the relevance of the course, satisfaction level of the graduates, and their contribution extended to the community, to society, and the university hood of MSC.The descriptive research method using questionnaires were administered through personal handling, Google Forms, Facebook, Messenger, and electronic mail. The same time, weighted mean, percentile, and frequency distribution methods were used to analyze and interpret the data. Most of the graduates are employed and permanent on their present job, their first job as absorbed or hired by the company where they had on-the-job training, and as walk-in applicants, their main reasons for staying, accepting, and changing jobs, are salaries and benefits, career challenges, and related to their unique skills.Most respondents agreed that the curriculum they acquired are relevant to their first job, satisfied with their careers and as their contribution, most of them are entrepreneurship- related to food business, businesses affiliation purposes, and develop or innovative food from local resources of the community/society and the graduates are most aware and fully understand the Mission and Vision of the College.

**Keywords:** *descriptive research, bachelor of science in industrial technology, foods technology graduates, satisfaction level of the graduates*

## Introduction

A tracer study is an excellent way to gather information that will address problems in employability in the future. It helps address issues the industry and the corporate world by working with higher education institutions to prepare for the labor market. Tracer studies are an essential instrument that could benefit every institution. They must have able to know their strengths and weaknesses through the performance of their graduates.Colleges and Universities are required to conduct tracer studies. Marinduque State College is the only state college in the province that offers different courses that could supply the demand for employability. It begins at the School of Arts and Trades in the Municipality of Boac. On June 21, 1952, R.A. No. 805, gave birth to the Marinduque School of Arts and Trades, approved by Congressman Pamfilo Montejo Manguera, signed into law by President Elpidio Quirino and authorized the appropriation of funds. Last April 8, 1983, R.A No. 377, approved by Congresswoman Carmencita O. Reyes and signed into Law by President Ferdinand Marcos, an act converting the Marinduque School of Arts and Trades into the Marinduque Institute of Science and Technology, broadening for the purpose of its curricular program in Science and Technology. After a year, Congresswoman Carmencita O. Reyes authored R.A No. 6833, signed into Law by President Corazon C. Aquino, changing the name of the Marinduque Institute of Science and Technology in Barangay Tanza, Municipality of Boac, and the province of Marinduque to Marinduque State College.

The goals of MSC courses are to carry out the mission and vision. In terms of instruction, research, extension, and output, it aspires to become the top in the area. Its goal is to provide leadership, quality, responsiveness, energy education, technology, engineering, and the environment. For sustainable development, agriculture, fisheries, culture, the arts, and sciences should be used to inspire innovators and stewards of the environment. There are thirty-four (34) programs are available at the colleges, fourteen (14) schools. In order to fulfill its goal and mission, the MSC is many schools. There is the School of Graduate Education and Professional Studies (SGEPS), School of Engineering, School of Arts and Justice, School of Business, and Management, School of Governance, School of Allied Medicine, School of Information and Computing Science, School of Environment Sciences, School of Agriculture, School of Fisheries, Laboratory and School of Industrial Technology (BSIT). The schools of School of Industrial Technology is one of the institutions. Automotive technology, drafting, electrical technology, food technology, mechanical technology, and welding and fabrication technology are among the programs offered by the school of industrial technology. The graduates' performance in

their current position acquired in schools would matter in their performance in their present job. (Lalican, 2007)

Precisely, the primary purpose of this study is to know the whereabouts of the graduates of the Bachelor of Science in Industrial Technology major in Foods Technology, specifically the Academic Years 1982-1983 to 2018-2019. The records present that there was no tracer study conducted during that period. Thus, this study focuses on the whereabouts of graduates for the period specified. To know the percentage of the graduates of BSIT Foods Technology as well as their general information, employment status, values, contribution to society, perceptions of the relevance of their course to their employment, and their contribution to university hood.

**Research Questions**

The tracer study determined the status of graduates of Bachelor of Science in Industrial Technology Major in Foods Technology Graduates during the academic Years 1982-1983 to 2018-2019.Specifically, this study sought answers to the following questions:

1. What is the profile of the graduates in terms of:
   1.1 Age;
   1.2 Civil Status; and
   1.3 Sex?
2. What is the educational background of the respondents in terms of:
   2.1. Educational attainment (Post Graduate Studies);
   2.2. Reasons for pursuing advanced study;
   2.3. Reason(s) for taking course(s) or pursuing degree(s);
   2.4. Professional examination; and
   2.5. Training/seminars rendered related to the job?
3. What are the perceptions of the graduates in pre-employment and employment conditions?
   3.1 Present Employment;
   3.2 Reason/s for not being employed;
   3.3 Present employment status;
   3.4 Present occupation;
   3.5 Name of company or organization, including address;
   3.6 Major line of business of the company presently employed;
   3.7 Place of work;
   3.8. First job after College;
   3.9 Reasons for Staying on their Job;
   3.10 First job related to the course;
   3.11 Reasons for accepting the job;
   3.12 Reasons for changing the job;
   3.13 Length of time stay in their first job;
   3.14 Ways in Finding the first job;
   3.15 Waiting period before landing the first job;
   3.16 Job-level position; and
   3.17 Initial gross monthly earnings in their first job after College?
4. How do graduates assess the relevance of the course?
   4.1. Relevance of the curriculum;
   4.2. Competencies learned in College most helpful in their first job; and
   4.3. Work values?
5. What is the level of satisfaction of the BSIT major in Foods Technology graduates in his or her career?
6. What contributions do the graduates extend to his/her family, community, and society?
7. What is the level of awareness, understanding, and acceptability of the MSC's Vision and Mission, SIT Goal, and BSIT primary in electrical technology Objectives?
8. What contribution do the respondents can extend to the University hood?
9. What is the implication of the result of the study on educational management?

## Literature Review

## Methodology

**Research Design**

The study used a descriptive research design in which the variables of the graduates were evaluated and presented with their profile, educational attainment, perception of the pre-employment and employment conditions, assessment of the course, level of career satisfaction, contribution to the family, community, and society, and awareness, understanding, acceptability of MSC Vision, Mission, SIT Goal and BSIT Program Objectives. The results were utilizing a combination of using qualitative and quantitative data gathering and analysis techniques. Key informant interviews used in the qualitative method gave an understanding of the investigation. On the other hand, the qualitative technique was adopted, which mainly centered mostly on studying the topic to understand the collected information.

**Research Locale**

This research area is essentially the province of Marinduque; however, it may also encompass locations inside and outside the Philippines, depending on the current whereabouts of the graduates. Some of

the graduates were located in the province of Marinduque, Mindoro, cities of Metro Manila like Mandaluyong, Muntinlupa, Quezon City, Pasay, CALABARZON like Rizal, Batangas, and Laguna, some areas of Visayas like Cebu, and abroad particularly in Saudi Arabia, California, and the United States, during the execution of the study.

### Population and Sampling

Two hundred ninety-six (296) BSIT majors in Foods Technology graduates from the 1983 to 2019 are the target demographic. However, only 209, or 70.61% of those who were acceptable people, took part in the survey. Many of them informed the researcher that they were too preoccupied with their personal and professional lives to find the time to complete the questionnaire. Others reported that they lacked access to mobile data or a connection to the website. The following factors contributed to the remaining 87 graduates or 29.39% unable to participate in the study: 25, 8.45% did not get an address from the MSC. There were 15, or 5.07 % found who use an alias or do not use their name on social media. Some of the 13 graduates, or 4.39 % have altered their status, changing their last name. When the link to the Google Form was be given to 23 graduates, 7.77 % did not open the message request, while others only saw the message but did not reply. Not just once, but twice, three times, and even five times, the message request and survey Google Form were delivered. The survey questionnaire was presented to the respondents one month later in the hopes that they would eventually react; however, this proved fruitless. Six of the graduates had padded away based on their family's information. Three graduates had their numbers given by their families, but unresponsive was made.For the last attempt, the hard copy of the questionnaire was personally administered, while others were given a copy through their relatives, friends, or co-workers. Three of them migrated to another country, per information from those in the barangay they came from.

## Results and Discussion

### The Profile of the Graduates

Table 1. *Age, Civil Status, and Sex of the Graduates*

| | *Sex* | | | | | | *Mean Age* | |
|---|---|---|---|---|---|---|---|---|
| *Civil Status* | *Male* | *Percent* | *Female* | *Percent* | *Total* | *Percent* | *Male* | *Female* |
| 1. Single | 36 | 80.00 | 91 | 55.49 | 127 | 60.77 | 26.86 | 27.765 |
| 2. Single parent born a child but not married | 0.00 | 0.00 | 8 | 4.88 | 8 | 3.83 | 0.00 | 27.833 |
| 3. Widow or Widower | 0.00 | 0.00 | 5 | 3.05 | 5 | 2.39 | 0.00 | 49.00 |
| 4. Married | 9 | 20.00 | 60 | 36.58 | 69 | 33.01 | 33.6 | 32.071 |
| Total | 45 | 100.00 | 164 | 100.00 | 209 | 100.00 | 27.91 | 29.644 |

Table 1 presents the age, civil status, and sex of the BSIT Foods Technology graduates. The data revealed that most of those who responded were female, single, and with permanent jobs at the time of this research. Galloniga (2014) expressed in her study; that most the graduates remained single despite their old age, and it connotes that they had been too much attached to their profession and gave a complete dedication to their chosen profession. Likewise, Lerman (2013), as cited in Rogelio 2018, employees remained single because they are career-oriented and their priority is their career/ job.

Table 2. *Reasons for Taking the Course (Undergraduate BS)*

| *Post Graduate Studies* | *College / University* | *Units Earned* | *Frequency* | *Percent* |
|---|---|---|---|---|
| None | 0 | 0 | 193 | 92.34 |
| Bachelor of Elementary Education | ICC and Laguna Polytechnic University | Graduate and MAED 38units | 12 | 5.74 |
| Public Administration and Defense; Compulsory Social Security | Philippine National Police,Calapan, Mimaropa 4B | Graduate | 2 | 0.96 |
| Development Management and Good Governance | University of Makati | Graduate | 2 | 0.96 |
| Total | | | 209 | 100 |

Table 2 presents the respondents'; answers based on their post-graduate; educational attainment. The collected data revealed that although some pursue higher degrees, a significant majority are not enrolled in any graduate course or program. It only showed that the graduates bound themselves to their current work after graduation. As interviewed through messenger,

many of the respondents said that the demand for work, financial issues, and the cost of living in the city hindered them to continue their post-graduate studies. Furthermore, this study seems of little importance at this time after graduation, what is most important for the respondents to earn money to repay the sacrifices of their parents and perform the skills they learned. Others are for their professional growth, promotion, and future leaders in their barangay and town. Having obtained a degree, for most of them, their vision is to find a job or find a means to earn a living equipped with their degree in Foods Technology. In some studies, most of the respondents are single. (Galloniga 2014; Saporna 2019; Julao 2013; and Labay 2009). Del Rosario (2009) noted that most graduates who are single can increase their attachments and engagement in work. They are more flexible to perform the job that may be assigned to them from time to time.

**Educational Attainment (Post Graduate Studies)**

Based on the findings, respondents do not have post-graduate studies after college. The degree and specialization of the respondents are 100% Bachelor of Science in Industrial Technology major in Foods Technology, and all of they studied in the same institution; which is Marinduque State College at Boac Branch (Main Campus). The study seems of little importance at this time after graduation, what is most important for the respondents is to earn money to repay the sacrifices of their parents and perform the skills they learned. Having obtained a bachelor degree, for most of them, their vision is to find a job or find a means to earn a living equipped with their degree in Foods Technology.

Table 3 shows the distribution of respondents according to the year they graduated. It shows that the majority of the respondents are the latest graduates, which are in demand to find especially in social media and most of them are employed. This data also show that no participants were from 1982 to 2004. This implies that the largest group of respondents came from the largest group of enrollees who graduated in that particular two consecutive years. The same findings were for the batches 1982 and 2004 where the number of graduates is too tiny compared to the other batches.

Table 3. *Distribution of the Respondents According to Year Graduated*

| *Academic Year Graduated* | *Number of Graduates* | *Validity Sample of Graduates* | *Percentage* |
|---|---|---|---|
| 1982-1983 | 1 | 0 | 0% |
| 1983-1984 | 4 | 4 | 1.35% |
| 1984-1985 | 0 | 0 | 0% |
| 1985-1986 | 7 | 3 | 1.01% |
| 1986-1987 | 3 | 1 | 0.34% |
| 1987-1988 | 7 | 3 | 1.01% |
| 1988-1989 | 3 | 1 | 0.34% |
| 1989-1990 | 3 | 3 | 1.01% |
| 1990-1991 | 6 | 3 | 1.01% |
| 1991-1992 | 3 | 1 | 0.34% |
| 1992-1993 | 5 | 3 | 1.01% |
| 1993-1994 | 5 | 2 | 0.68% |
| 1994-1995 | 7 | 3 | 1.01% |
| 1995-1996 | 4 | 2 | 0.68% |
| 1996-1997 | 2 | 1 | 0.34% |
| 1997-1998 | 5 | 2 | 0.68% |
| 1998-1999 | 5 | 3 | 1.01% |
| 1999-2000 | 15 | 7 | 2.36% |
| 2000-2001 | 9 | 5 | 1.69% |
| 2001-2002 | 1 | 1 | 0.34% |
| 2002-2003 | 11 | 9 | 3.04% |
| 2003-2004 | 2 | 1 | 0.34% |
| 2004-2005 | 4 | 3 | 1.01% |
| 2005-2006 | 1 | 1 | 0.34% |
| 2006-2007 | 5 | | 1.35% |
| 2007-2008 | 3 | 2 | 0.68% |
| 2008-2009 | 6 | 5 | 1.69% |
| 2009-2010 | 9 | 6 | 2.03% |
| 2010-2011 | 15 | 9 | 3.04% |
| 2011-2012 | 15 | 10 | 3.38% |
| 2012-2013 | 15 | 12 | 4.05% |
| 2013-2014 | 25 | 15 | 5.07% |
| 2014-2015 | 26 | 18 | 6.08% |
| 2015-2016 | 19 | 10 | 3.38% |
| 2016-2017 | 19 | 15 | 5.07% |
| 2017-2018 | 22 | 20 | 6.76% |
| 2018- 2019 | 33 | 24 | 8.11% |
| TOTAL | 296 | 209 | 70.63% |

**Education Profile of BSIT Graduates According to Reasons for Pursuing Advance Studies**

Based on the findings, shows that the educational

attainment (post-graduate studies) of a Bachelor of Industrial Technology graduates are 0% which means that none of them have finished postgraduate studies. However, some of them are pursuing advanced studies for professional development. For this reason, data was collected that only a few of the respondents pursued their advanced studies. Based on the interview with some of the respondents, they do not have the desire to pursue further studies. This is in contrast with the study of Del Rosario (2009), where the Bachelor of Industrial Technology graduates were willing to advance education at fifty-five 55% of the total population. The graduates in that study continuously search for advancement in their professional careers to become more acquainted with advanced technology and processes that would apply to industrial settings. Similarly, the study of Tutor (2019), around 9 % of the graduates pursued graduate studies.

Table 4. *Distribution of the Respondents based on their Reasons for Taking the Course(s) or Pursuing Degree(s)*

| *Reasons for Taking the Course(s) or Pursuing Degree(s)* | *Undergraduate/AB/BS* | | *Rank* |
|---|---|---|---|
| | *Frequency* | *Percentage* | |
| Strong passion for the profession | 34 | 16.3% | 1 |
| Availability of course offerings in the chosen institution | 32 | 15.3% | 2 |
| Affordable for the Family | 29 | 13.9% | 3 |
| The prospect of career advancement | 24 | 11.5% | 4 |
| Status of the prestige of the profession | 16 | 7.7% | 7 |
| Inspired by a role model | 18 | 8.6% | 6.5 |
| Opportunity for employment abroad | 14 | 6.7% | 8 |
| Prospection of the attractive compensation | 13 | 6.2% | 9 |
| Area(s) related to the course | 9 | 4.3 | 10 |
| Influence of parents or Relatives | 19 | 9.1% | 5 |
| Peer Influence | 18 | 8.6 | 6.5 |
| Good Grades in High School | 7 | 3.3% | 11 |
| High Grades in the course or subject | 5 | 2.4% | 12 |
| No particular choice or no better idea. | 3 | 1.4% | 13 |

Table 4 presents the respondent responses based on their reasons for taking the course or pursuing degrees. The collected data revealed that their reasons are the most of them have a strong passion for their profession, and they are dedicated to their course or degree. Performed and dedicated online selling of foods in a company or small business affiliation. Some of them had their family who were not able to afford their studies. Parents are lack in education prevents them from to occupations or jobs that provide sufficient income to enable tertiary education for their children. So, it is affordable for the family, and the availability of course offerings in chosen institutions to pursue their degree, which is family tight is one reason for taking courses within the province. Influence of parents and relatives and inspired by a role model to get a job in business affiliation and entrepreneurship. The bottom reasons are no particular choice or no better idea for the undergraduates which they are feared and are unsatisfied with taking the course. Nevertheless, they have no choice pursue the course because of the family finances. While graduates respondents' high grades in the course or subjects. For the reason why, graduates are not pursuing degrees. Because these reasons are not in their track as they are satisfied and contented graduates with a bachelor's degree of BSIT major in Foods Technology.

**Distribution of the Respondents According to the Professional Examination**

The distribution of the respondents according to the professional examination they had taken. Based on the data gathered, most of the respondents of BSIT major in foods technology most of them have taken any professional examination like Licensure Examination for Teachers. But some of them have taken the Civil Service National Police Commission Exam and National Certificate respectively. The BSIT graduates do not have a board examination and are unnecessary to take. However, they may opt to take the Licensure Examination for Teachers (LET), National Police Commission (NAPOLCOM) or Philippine Police Entrance Examination and Civil Service Examination (CSE) conducted by the Philippine Civil Service Commission (PCSC) and National Police Commission (NAPOLCOM) to qualify in working in government offices, and most of them took the NC II in TESDA for qualifying in working experience to the company they applied and also for their professional development. In this study, the respondents who took the professional exam aims to get professional eligibility are those graduates who want to be police, teacher, fireman, and official in government agencies. Del Rosario (2019), most of the graduates in Industrial Technology did not take professional exams. However, they are required by the department to take any professional examination related to their field of specialization.

**Distribution of the Respondents According to the Trainings Attended**

The distribution of the respondents according to the training they had attended. It clearly shows that many of respondents not taken training after college. A small

number of respondents took National Career II training, while few of them took other Training Programs and other training related to the job. It emphasized that on-the-job training is excluded because it is already a part of the curriculum. Training is vital for the new graduates in upskilling and seeking promotion. Thus, many graduates in this institution did not attend training after college because they already landed a job, and had no funds to finance their training. Tutor (2019), regarding of funding their training, 60% of graduates said that they financed it using their own money or family. Only 31.9% experienced the employer fund training. While some took training such as TESDA NCII because they prepare themselves to be equipped and eventually add up to the knowledge and skills learned in college. Also, it is one of the requirements for them to pursue other professions but still related to their specialization. Moreover, required by the company where they are employed. Dela Peña, et al (2016), pointed out that TESDA NC II passers in their field of specialization are more employable than those who are non-eligible It implies that attending training is an edge in getting a job and benefits them though they finance on their own or the company requires them. Jabat (2013), the more relevant training, the more chances of being employed or this serves as a career stepping stone.

**Perception of the Graduates in the Pre-Employment and Employment Conditions**

This part shows the tabular and textual presentation of the data on their Pre-Employment and Employment Conditions.

Table 5. *Distribution of the Respondents According to Being Presently Employed*

| *Respondents According to Being Presently Employed* | | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | Yes | 101 | 48.3 |
| | No | 98 | 46.9 |
| | No Response | 7 | 3.3 |
| | Never Employed | 3 | 1.3 |
| | Total | 209 | 100.0 |

Table 5 presents the respondent responses according to being presently employed. The collected data revealed that the most of them are presently employed in different companies and agencies they hired. One of the reasons for the conduct of tracer studies is to identify the status of graduate employment. Once a student enters a bachelor degree in Industrial Technology, is expected to work in industry. Otherwise, we can consider that as underemployed. This study supports the study conducted by Montuerto, et al., (2019) about the Bachelor of Science in Industrial Technology Graduates of Palompon Institute of Technology. It revealed that graduates were employed, which comprises 55.34 % of the respondents, 6.92 % were unemployed, and 1.26 % were self-employed. Additionally, Guanzon (2009), entitled Employability of Graduates of Bachelor in Industrial Technology from the years 2003-2007, the Don Honoria Ventura College of Arts and Trades in Bacolor has a more than 80% employment rate and only twelve percent (12%) unemployment. But, this was contradictory of the study of Tan (2012), that graduates of Technical Studies, Information and Communication, and Education were more likely to be employed compared to the graduates of Arts, Social Sciences, and Sciences.

Table 6. *Distribution of the Respondents According to their Present Employment Status*

| *Respondents According to their Present Employment Status* | | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | Regular or Permanent | 32 | 15.3 |
| | Contractual | 40 | 19.8 |
| | Temporary | 9 | 4.3 |
| | No Response | 104 | 49.8 |
| | Casual | 5 | 5.2 |
| | Self-Employed | 11 | 5.3 |
| | Total | 202 | 96.7 |

Table 6 presents the respondents responses based on their present employment status. The collected data revealed that although some are contractual, still, a majority are no response for some reason disclosed. In some studies, many tracer studies revealed that Marinduqe State College produces graduates who are employable and permanent or have regular status in terms of employment (Julao 2017; Labay 2009; Galloniga 2014; and Jabat 2013). Similarly, in Batangas State University- College of Bachelor of Industrial Technology, their graduates are also permanent or regular.

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Research Article

Table 7. *Distribution of the Respondents based on Present Occupation*

| *Respondents based on Present Occupation* | | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | Service worker / Shop and Market Sales Worker | 38 | 19.2 |
| | Professional | 21 | 10.0 |
| | no response | 98 | 46.9 |
| | Clerk | 11 | 5.3 |
| | An official of a Government / Special-Interest Organization | 8 | 3.8 |
| | Technician and Associate Professional | 7 | 3. 3 |
| | Special Occupation | 16 | 2.9 |
| | Laborer / Unskilled Worker | 3 | 1.4 |
| | Trade and Related Work | 8 | 3.8 |
| | Plant and Machine Operator/assembler | 1 | .5 |
| | Farmer, Forestry, and Fishermen | 2 | 1.0 |
| | Corporate, Executive, Manager, Managing Proprietor, and Supervisor | 3 | 1.4 |
| | Total | 209 | 100.0 |

Table 7 presents the respondent responses based on their present occupations. The collected data revealed that although some present occupation service workers/shop and market sales workers aligned in their course. Still; a significant majority are not responsible for some reason disclosed. It is gleaned that there are 209 total responses in Table 6 yet, there is a difference between the data in Table 8, which shows that there are 101 presently employed. This could mean Foods Technology graduates are confused about their present employment yet have specified their job because the data shows that 3 from Corporate, Executive, Manager, Managing Proprietor, and Supervisor, two from farmer forestry and fishermen and one plant and machine operator/assembler is the seasonal employees. Most of the food graduates works as service/market sales worker and shop workers. In this job, they serve public hotels and restaurants as service crew, chefs/cooks, or managers. Others baked or made bread, cookies, or pastry. Some of them had online selling or a small business with their own or co-relatives shared. In the sense that the degree they pursue is enough for their present job. They are doing well in their services to have the customers satisfaction.

**Name of Company or Organization**

Based on the data, graduates who are employed in a private organization or sector where they practice their expertise in service systems. BSIT graduates can get a job, whether a public, or private company or have a business independently. This is a relevant study also in knowing the graduate's company or organization they are employed in. Industrial technology graduates were employed in non-government organizations and companies proven by (Del Rosario, 2019).

Table 8. *Distribution of the Respondents based on the Major Line of Business of the Company*

| *Major Line of Business of the Company* | | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | Hotels and Restaurants | 34 | 4.3 |
| | no response | 127 | 60.8 |
| | Education | 9 | 13.8 |
| | Manufacturing | 9 | 4.3 |
| | Wholesale and Retail Trade, repair of motor vehicles, motorcycles, and personal and household goods | 6 | 2.9 |
| | Electricity, Gas, and Water Supply | 4 | 1.9 |
| | Others | 3 | 1.4 |
| | Financial Intermediation | 3 | 1.4 |
| | Real State, Renting, and Business activities | 2 | 1.0 |
| | Health and Social Work | 2 | 1.0 |
| | Agriculture, Hunting, and Forestry | 1 | .5 |
| | Transport Storage and Communication | 1 | .5 |
| | Public Administration and Defense, Compulsory Social Security | 3 | 1.4 |
| | Private Households with Employed Persons | 1 | .5 |
| | Construction | 1 | .5 |
| | Other community, social and personal services activities | 1 | .5 |
| | Total | 207 | 99.3 |
| Missing | System | 2 | 1.0 |
| Total | | 209 | 100.0 |

Table 8 presents the respondent responses were based on their major line of Business Company. The collected data revealed that hotels and restaurants are in line with their present occupation and courses taken, still the great majority are not responding for a reason disclosed. Those whose primary line of business are hotel and restaurant and private household with employed parents who specify unskilled worker somehow has no relation to Foods Technology. However, most of their primary business lines do not require minimum education attainment. It means that their college degree has significant impact on their lives now. This could also be the reason why they are not pursuing advanced studies. The employability of the graduates of Bachelor of Science in Hotel and Restaurant Management of one State College in the Philippines works in hotels and fast food stores. Most of them have jobs relevant to their expertise and are regular employees. De Castro (2017), Tica (2005) quoted Pascua (2009) found on the employability of Bachelor of Technology graduates at the Universities; Rizal System-Morong is employed, underemployed, and self-employed. However, most of them are still unemployed.

Table 9. *Distribution of the Respondents According totheir Place of Work*

| *Respondents According to their Place of Work* | | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | Local | 100 | 47.8 |
| | Abroad | 9 | 4.3 |
| | no response | 100 | 47.8 |
| | Total | 209 | 100.0 |

Table 9, presents the respondent responses based on their place of work. The collected data revealed that although there is the majority of they work locally all over the Philippines, and still, some of them have no response for some reasons disclosed. This data reveals that the majority of them worked in some parts of the Philippines, namely: Mindoro, Tarlac, Quezon City, Manila, Mandaluyong, Rizal, Pasay, and Muntinlupa, and the rest respondents are out of the country like California USA, and Saudi with other work applied like OFW or with parent's, and relative's influences. All the skills (i.e., Entrepreneurship, skills, knowledge, and technical skill, management and critical thinking skills, oral and written communication skills, human relations skills, problem-solving skills, and information technology skills are believed to have been useful, helpful, and relevant to their current employment (De Castro, 2017).

Table 10. *Reasons for unemployment*

| *No.* | *Reasons for not being Employed* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | Family Health Concerns and Decided not to Find a Job | 43 | 20.6 | 2 |
| 2 | No Job Opportunity | 24 | 11.5 | 4 |
| 3 | Lack of Work Experience | 19 | 9.1 | 5 |
| 4 | Advanced or Further Study | 6 | 2.9 | 6 |
| 5 | Health-Related Reason | 25 | 12.0 | 3 |
| 6 | Others | 3 | 1.4 | 7 |
| 7 | Did not Look for a Job | 2 | 1.0 | 8 |
| 8 | No Response | 87 | 41.63 | 1 |
| | Total | 122 | 100% | |

Table 10 presents the distribution of the respondent responses based on their reasons for unemployment. Based on the data revealed, most respondents prioritize their family health concerns and decide not to find a job in the family. Because of the pandemic crises, most are afraid to find a job. Some of them have no responses for some personal reasons not disclosed. It could also note from the data that almost half of the respondents identified other reasons that related to family health concerns like health-related reasons and no available opportunities for them, which may be due to other reasons such as lack of work experience, no or lack of advance studies, and other health-related issues. The findings revealed in different studies that no job opportunity is the most reasons why they are unemployed (Cuadra, 2019; Labay, 2009). But, Montuerto and Mauring (2019) and Galloniga (2014), family endeavors or concern is the top reason. Moreover, the bottom reason that a respondent reasoned out it did not take a job. It implies that was not able look for a job with the family.

Table 11. *First job of the respondents*

| *First Job after College* | | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | No | 49 | 23.4 |
| | Yes | 42 | 20.1 |
| | No Response | 117 | 56.0 |
| | Missing | 1 | .5 |
| | | 209 | 100.0 |

Table 11 presents the respondent responses based on their first job after college, based on the collected data revealed that some answered no because there are some reasons, as in Table 11. It determined that after college, they have no job still, and a great majority are no responses for some personal reasons, not disclosed. The first job refers to the first or beginning of one's employment. It is an essential variable in determining career trajectory, whether it is full-time or not. It helps set up success if everything is aligned or it does not work out as expected. It implies that the most significant number in their current job is not their first job had two or more jobs before and no job retention. Cuadra (2019), implies that among the graduates have a current job is still their first job after college. This could mean that there is a retention in the job. And those who did not respond are not employed and never employed.

Table 12. *Reasons for staying in the job*

| *No.* | *Reason* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | Family influence | 18 | 8.6 | 4 |
| 2 | Salaries and benefits | 39 | 18.7 | 2 |
| 3 | Career challenge | 42 | 20.1 | 1 |
| 4 | Related to special skill | 19 | 9.1 | 3 |
| 5 | Related to the course or program of study | 17 | 8.1 | 5 |
| 6 | Proximity to residence | 10 | 4.8 | 7 |
| 7 | Others | 6 | 2.9 | 8 |
| 8 | Peer influence | 11 | 5.3 | 6 |
| | Total | 162 | 100.0 | |

Table 12, presents the respondent responses based on their reasons for staying on the job. The collected data revealed that although a majority of their reasons are career challenges, health, and salaries, as single aged 25-27 are exploring to find a good a stable job that benefits them and their families. Roberto (2010) pointed out that the graduates who stayed in a job are related to the course they took in college or it is related to their unique skills. Intention to stay refers to employees' willingness to remain in the organization and they are aware of their decision after careful consideration (Tett &Meyer, 1993et.al)

Table 13. *Relevance of the course on their first job*

| *Relevance of the Course on their First Job* | | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | Yes | 63 | 30.1 |
| | No | 40 | 19.1 |
| | No Response | 96 | 45.9 |
| | Total | 209 | 100.0 |

Table 13 presents the respondent responses based on the relevance of the course on their first job. The collected data revealed that although there is a majority of them answered yes because some of them were working on their job training, and they were hired by the company that was related and relevant to their first course, and still some of them had no response for some reasons disclosed. The findings are similar to Cuadra (2019), the majority of the graduates in HEIs at all colleges and external campuses had jobs related to the degree. As well as in the tracer studies of undergraduate programs conducted by the following researcher (Del Rosario 2019; Julao 2013; Labay 2009; Del Rosario 2019).

Table 14. *Reasons for Accepting the Job*

| *No.* | *Reasons for Accepting the Job* | *% of Yes Response* | *Rank* |
|---|---|---|---|
| 1 | Family influence | 91.4 | 1 |
| 2 | Salaries and benefits | 23.0 | 3 |
| 3 | Career challenge | 25.8 | 2 |
| 4 | Related to special skill | 13.4 | 5 |
| 5 | Related to the course or program of study | 10.3 | 6 |
| 6 | Proximity to residence | 15.3 | 4 |
| 7 | Others | 2.4 | 7 |
| 8 | Peer influence | 1.7 | 8 |

Table 14 presents the respondent responses based on their reason for accepting the job. The collected data revealed that there is a majority of them influence-influenced family, because of these, the legacy of their business will belong to their family despite they are not aligned in their course or carrier. Career challenge are the second reason which emphasizes whether works in local or abroad. It could be gleaned that there are 209 total responses specified by the respondents. It means that not only one reason for accepting the job was accepted. However, most of them accepted the job because of the family's influence. It implies that aside from the skills performed, families, in return are also important. Montero et al., (2019) prefers to work for a company rather than having their earning or business. Graduates who land on the job and enjoy fringe benefits given by the companies. Jabat (2013).

Table 15. *Reasons for Changing a Job*

| *No.* | *Reasons for Changing the Job* | *% of Yes Response* | *Rank* |
|---|---|---|---|
| 1 | Salaries and Benefits | 23.4 | 1 |
| 2 | Career challenge | 19.6 | 2 |
| 3 | Related to special skill | 13.89 | 3 |
| 4 | Proximity to residence | 12.9 | 4 |
| 5 | Others | 1.4 | 5 |

Table 15 presents the respondent responses based on their reasons for changing a job. The collected data revealed that the majority of their reasons are salaries and benefits, giving them stable financial support of their families. Career challenges were in the second rank, which these two reasons are significant for accepting the job. Based on the findings, majority the graduates answered their reasons for changing the job. It implies that the salaries and benefits they receive are at the lowest cost, which is not enough to sustain the family's needs. Moreover, they found better jobs with high salaries and benefits. The relevance of the study, for changing the job and leaving the first job is the salaries and benefits they get from the company. Cuadra (2019) and Verona (2006, as cited in Galloniga, 2014), and Labay (2009) supported.

Table 16. *Length of time the respondents stayed in the first job*

| | *Length of Time Stayed in the First Job* | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | 1 to 6 months | 24 | 11.48 |
| | 1 year to less than 2 years | 28 | 12.92 |
| | 3 years to less than 4 years | 19 | 9.10 |
| | 2 years to less than 3 years | 12 | 5.74 |
| | no response | 79 | 37.8 |
| | 7 to 11 months | 10 | 4.78 |
| | Less than a Month | 24 | 11.48 |
| | OTHERS | 1 | .5 |
| | 7 Years | 1 | .5 |
| | 8 Years | 1 | .5 |
| | Missing | 10 | 4.78 |
| | Total | 209 | 100.0 |

Table 16 presents the respondent responses based on the length of time they stayed in their first job. The collected data revealed that although most of them stayed for one year to less than two years after their job training, their company hired them for some reasons. Others are less than a month and 7 to 11 months for some reasons shown in Tables 15 and 16, like family influence and salaries and benefits. The length of time stayed in a job is important because it measures the good employer and satisfaction with their benefits and salaries given in their company, however still some of them have no response for some reasons disclosed. This could mean that some of them has to be a regular employee (Article 280 of the Labor Code) soon and perform desirably and well according to the scheme of an employer. Similarly, graduates who stayed eight years in their first job. However, the graduates who also stayed for one to six months could be inferred that they just finished the contract and found another job. That's why there were two or more jobs after college.

In Article 281 of the Labor Code, generally, probationary employment shall not exceed six (6) months from when the employee started working. *Probationary employment* exists when the employee, upon his engagement, is made to undergo a trial period where the employee determines his fitness to qualify for regular employment based on reasonable standards made known to him at the time of engagement. The employer shall tell to the employee the standards which they are qualify as a regular employee then of his engagement. Where no standards are made known to the employee at that time, he shall be deemed a regular employee.

Table 17. *Strategies employed by the respondents in finding a job*

| | *Ways to Finding the First Job* | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | Absorbed/Hired by the Company where you had your On-The-Job Training | 50 | 35.4 |
| | As Walk-in Applicant | 33 | 15.8 |
| | Recommended by Someone | 26 | 12.4 |
| | Response to an Advertisement | 7 | 3.3 |
| | Information from Friends | 10 | 4.8 |
| | Job Fair or Public Employment Service Office (PESO) | 2 | 1.0 |
| | Others | 2 | 5.3 |
| | Family business | 1 | .5 |
| | Post online job hiring | 1 | .5 |
| | No Response | 74 | 35.4 |
| | Missing | 2 | 1.0 |
| | Total | 209 | 100.0 |

Table 17 presents the respondent responses based on their strategies. Alternatively, ways of finding the first job. The majority of them absorbed /hired by the company where they had their on-the-job- training was these ways are the actual situations experienced by the respondents based on their performance and ability learned during their internship in a hotel, fast food, and restaurants. Following as walk-in applicants after they graduate, they work to find a job given their resume and certification based on their interviews and experiences and still some of them they had no response for some reasons disclosed. It implies the length of time by which a graduate wait after graduation to be employed. The findings are also similar to the finding of Aquino and colleagues (2015), cited by Cuadra (2019) and Labay (2009), found someone recommendation and walk-in applicant. In the literature review by Jogno (2011) and Jabat (2013), these graduates were employed through walk-in applications and recommendations.

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Research Article

Table 18. *Waiting period before landing the first job*

| | *Waiting Period Before Landing on the First Job* | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | 2 months after graduation | 1 | .5 |
| | 1 to 6 months | 33 | 15.8 |
| | Less than a month | 44 | 21.1 |
| | 1 year to less than 2 years | 18 | 8.6 |
| | 3 years to less than 4 years | 6 | 2.9 |
| | 7 to 11 months | 12 | 5.7 |
| | 2 years to less than 3 years | 2 | 1.0 |
| | Family Purposes | 1 | .5 |
| | Others | 1 | .5 |
| | No Response | 90 | 43.06 |
| | Total | 209 | 100.0 |

Table 19 presents the respondent responses based on their waiting period before landing on the first job. The collected data revealed that although there are most of them wait less than a month and 1 to 6 months in landing their first job because they applied the strategies learned in finding a job. This implied that most of them wait not long because of their experience learns and performances in a company they work on the job training. On the contrary, respondents staying in a job is also less than a month and 1 to 6 months. These ways and strategies of respondents aligned with their reasons why they stayed and accepted the jobs offered to them in the company their hired, and still, some of them had no response for some reasons disclosed. This implies that many graduates were employed right away. That is excellent news to be heard though it took some time to get there. Landing the first job took the graduates time, effort, hard work, and patience. Vitucio (2008) cited that, in the Philippines, only four out of ten new college graduates land a job within a year after graduation. This is due to a mismatch in job-relevant skills and a lack of experience. Valenzuela, et. al., (2012) close to half of the respondents looked for work within a month after graduation (47 percent); some within two to three months (13 percent); others within four to six months (17 percent). Among the unemployed graduates, almost all were (90 percent). The most popular means for looking for a job were through the Internet (63 percent), walk-in interviews (60 percent), and job fairs (57 percent). The prevalence of internet job searches is unsurprising, given that the current generation grew up with this technology. Employment agencies were the most minor used 20%.

Table 19. *Respondents' current position*

| | *Job Level Position* | *First Job* | | *Job Level Position* | *Current Job* | |
|---|---|---|---|---|---|---|
| | | *Frequency* | *Percent* | | *Frequency* | *Percent* |
| Valid | No Response | 127 | 60.8 | No response | 151 | 72.2 |
| | Managerial or Executive | 4 | 1.9 | Rank or Clerical | 10 | 4.8 |
| | Rank or Clerical | 34 | 16.3 | Managerial or Executive | 7 | 3.3 |
| | Professional, Technical, or Supervisory | 31 | 14.8 | Professional, Technical, or Supervisory | 28 | 13.4 |
| | Self-employed | 11 | 5.3 | | | |
| | 2months after graduation | 1 | .5 | Self-employed | 13 | 6.2 |
| | Missing | 1 | .5 | | | |
| | Total | 209 | 100.0 | Total | 209 | 100.0 |

Table 19 presents the respondent responses based on their current position during their first job and current job in the company they hired. The collected data revealed that although the majority of them are rank and clerical and professional, technical, or supervisory in their first job because as a fresh graduate, they gain a job as their stepping stone to achieving a higher position. While in their current position, most of them are professional, technical, and supervisory, were some of them take licensure examination and legibility tests like Civil Service. The reasons, they have a potential to compete with others with their experience gathered in other companies or jobs and still both first job, and current some of them had no response for some reasons disclosed. It could be gleaned that their first or present job level position is nearby to the no response and rank or clerical where the most of the respondent, either their first job, or current job, have different position levels which are first rank and second rank. Others are professional, technical or supervisory with the same percentage during their first and current job, which means that graduates practice their skills learned in the program technically, and professionally. And others as managers of the company. This is contradictory of Dela Peña et al.,

(2016) and Julao (2019) that the most of their first and present job is rank or clerical for the job position. However, this job level position is only the next to the largest number of graduates with 12.6 and 21.8 percent based on the first and current job respectively. This implies that the most of the graduates in BSIT – Foods Technology graduates are working in the industry related to their specialization.

Table 20. *Initial gross monthly income on the first job after college*

| *Initial Gross Monthly Earning* | *Frequency* | *Percent* |
|---|---|---|
| P 5,000.00 to less than P 10,000.00 | 23 | 11.0 |
| P 10,000.00 to less than P 15,000.00 | 21 | 10.0 |
| Below P 5,000.00 | 32 | 15.3 |
| P15,000.00 to less than P20,000.00 | 10 | 4.6 |
| No response | 119 | 56.9 |
| P20,000.00 to less than P25,000.00 | 2 | 1.0 |
| P 25,000.00 and above | 2 | 1.0 |
| Total | 209 | 100.0 |

Table. 20 presents the respondent responses based on their initial gross monthly income on the first job after college. The collected data revealed that although there is the majority of their gross monthly income is below P 5,000.00, followed by the gross monthly income of P 5,000.00 to less than P 10,000.00. It implies that the respondents earning is the minimum wage in the company they worked. However, other respondents earned more that helped their family needs. The initial earnings during their first job are in the minimum wage of level one position of the employee, which their salaries can support the families they have. It could be gleaned that graduates earned a satisfying salary because they are just beginners. However, some had P25K and above for those are in local firms, abroad, in government agencies, and self-employed. Additionally, these are those who extend their time to earn more money.

**Graduates Assessment of the Relevance of the Course**

Presents the data in a tabular and graphical form where shows the assessment of graduates on the relevance of the course, competencies, and work values learned in college most helpful in their first job.

Table 21. *Relevance of the curriculum to their first job*

| *Relevance of the Curriculum to their First Job* | *Frequency* | *Percent* |
|---|---|---|
| Yes | 61 | 29.2 |
| No | 26 | 19.4 |
| No Response | 119 | 56.9 |
| Missing | 3 | 1.4 |
| Total | 209 | 100.0 |

Table 21 presents the respondent responses based on the relevance of the curriculum to their first job. The collected data revealed that although there is the majority of them answered yes because of the relevance of the course is very efficient in their first job, even the strategies and ways of finding and accepting the job and the on-the-job training experiences they had and hired them because of their excellent performance and talents showed and still, some of them had no response for some reasons disclosed. The majority of the group was employed as service/shop/market sales workers, professionals, and clerks. A minority of unresponsive came from the graduates who are unemployed and never employed. This includes that the curriculum is suited to the first job and major of specialization. This implies that the curriculum leads the graduates to a better future. This result is similar to the tracer studies of Galloniga (2014) and Saporna (2019) on the Bachelor of Secondary Education in Marinduque State College that the curriculum is relevant to their job. The curriculum and course content should always be relevant and adapted to the future requirement of human resources demand of the labor market (Rodelas 2004). Similarly, Labay (2009) also explained that also be affected by the curriculum.

Table 22. *Competencies learned in college that were found useful in their first job*

| *No.* | *Learned Skills* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | Communication Skills | 57 | 27.3 | 2 |
| 2 | Human Relations Skills | 53 | 25.4 | 4 |
| 3 | Time Management Skills | 69 | 33.0 | 1 |
| 4 | Problem-Solving Skills | 40 | 19.1 | 6 |
| 5 | Entrepreneurial Skills | 44 | 21.1 | 5 |
| 6 | Adaptability Skills | 20 | 37.0 | 12 |
| 7 | Leadership Skills | 55 | 26.3 | 3 |
| 8 | Creativity Skills | 31 | 41.8 | 9 |
| 9 | Critical Thinking Skills | 32 | 15.3 | 8 |
| 10 | Construction Project Management | 35 | 16.7 | 7 |
| 11 | Software Development Skills | 28 | 13.4 | 10 |
| 12 | Network Administration | 10 | 4.8 | |
| 13 | Application Software | 26 | 12.4 | 11 |
| 14 | Others | 12 | 5.74 | 13 |

Table. 22 presents the respondent responses based on their competencies learned in college which were found helpful in their first job. The collected data revealed that although there is a majority of them are time management skills, communication skills, leadership skills, human relations skills, and entrepreneurial skills. These five significant competencies learned in college are enormous assets to finding an excellent job in their first job. These competencies are applied because, as a graduate of BSIT majoring in Food Technology, respondents have these competencies that will make impossible their dreams and goals in life, and still some of them had no response for some reasons disclosed. It implies that the most respondents learned time management skills found and usable in their first job, where the graduates are required to manage their time in class or their work/job. This is a good skill that everyone should possess because in a job respondent need to divide their time management to do the task correctly. And that is an edge for Filipinos in other countries. However, ten individuals answered the network administration where Foods Technology Skills are not part of their course learned in college. In this study, similarities to other studies have been revealed. In the study of Cuadra (2019), Matangcay (2013) cited by Cuadra (2019) and Valenzuela (2013), the top competency learned by undergraduates are communication skills and information technology skills where the top skills are found helpful in the workplace. However, this is contradictory to the study of Dela Peña et al (2016), that laboratory skills were the most professional skills of the respondents.

Table 23. *Distribution of the Respondents based on the Work Values Learned during College*

| *No.* | *Values Learned* | *% of Yes Response* | *Rank* | *No.* | *Values Learned* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|---|---|---|
| 1 | Hardworking | 49.8 | 1 | 31 | Openness | 22.0 | 31 |
| 2 | Cooperation | 43.5 | 2 | 32 | Achievement | 14.8 | 32.5 |
| 3 | Responsibility | 34.9 | 3 | 33 | Pleasure | 15.8 | 32.5 |
| 4 | Patience | 39.2 | 4 | 34 | Fairness | 18.2 | 35 |
| 5 | Friendships | 33.5 | 6.5 | 35 | Equality | 17.7 | 35 |
| 6 | Kindness | 28.2 | 6.5 | 36 | Adventure | 17.2 | 35 |
| 7 | Learning | 23.0 | 6.5 | 37 | Competency | 17.7 | 37 |
| 8 | Respect | 30.1 | 6.5 | 38 | Contribution | 16.3 | 39.5 |
| 9 | Honesty | 27.3 | 9.5 | 39 | Curiosity | 16.3 | 39.5 |
| 10 | Knowledge | 26.3 | 9.5 | 40 | Wisdom | 15.8 | 39.5 |
| 11 | Determination | 25.8 | 11 | 41 | Popularity | 14.4 | 39.5 |
| 12 | Challenge | 24.9 | 12.5 | 42 | Community | 13.9 | 43 |
| 13 | Loyalty | 23.4 | 12.5 | 43 | Reputation | 15.3 | 43 |
| 14 | Love | 24.4 | 14.5 | 44 | Stability | 18.2 | 43 |

Table 23 presents the respondent responses based on work values learned during college. The collected data revealed that although there is a majority of them are hardworking, cooperative, responsible, patient, friendly, and respectful. These six values learned during college are applied in their finding, accepting, staying, and changing their first job. It implies that the graduate's manifest values instilled in them when they were in school; which is valid and add to the performance and values possesses in their workplace. Having good values towards work has an impact and add good points on the institution they graduated from because values are taught not only either at home but in school. This cooperation lies every time where there is a group or teamwork requires cooperation. With this, cooperation is taught, followed by hard work, patience, a sense of responsibility, and knowledge. Nevertheless, Galloniga (2014), the values of the graduates developed in MSC our *willing to learn*, assume responsibility, cooperation, and have a sense of responsibility and determination. Other values developed in MSC are practices in life worth mentioning are adaptable and flexible, have the ability to work under pressure, self-confidence, punctuality and efficiency, self-motivation, cooperation, honesty, integrity, self-control, and team spirit. Jabat (2013), implies that values that were commonly practiced at work and in life that developed from the shop are social values which the rank first. Despite different findings in this study, these values yield a positive one, and contributing to society; or community is the most important.

**Satisfaction Level of BSIT Major in Foods Technology Graduates**

Shows a Tabular presentation of data on the level of satisfaction in their career

Table 24. *Level of Satisfaction of the Respondents*

| *Level of Satisfaction* | | *Frequency* | *Percent* |
|---|---|---|---|
| Valid | no response | 48 | 23.0 |
| | Not Satisfied | 9 | 11.1 |
| | Less Satisfied | 27 | 12.9 |
| | Satisfied | 75 | 35.9 |
| | Very Satisfied | 43 | 20.6 |
| | Extremely Satisfied | 6 | 2.9 |
| | Total | 208 | 100.0 |

Table 24 presents the respondent responses based on their level of satisfaction in them. Career as a graduate of BSIT majoring in Food technology. The collected data revealed that although most of them are satisfied as graduates of Food technology. The response of the graduates is gratifying, and most of them are satisfied in their careers. It implies that their fulfillment in life is enough which sustain the family needs and reach their dreams. However, those who are not satisfied are those who have unstable jobs and are financially

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Research Article

unstable because they have on and off jobs, and still some of them had no response for some reasons disclosed. The minority of them are extremely satisfied as graduates of food technology. Concerning the satisfaction level, the study of Saporna (2019) yielded the result that graduates in their current work are satisfied. However, the study of Nugroho et. al. (2012) revealed a high level of job dissatisfaction in their current employment regardless of the length of time in their positions. For those who had expressed some degree of job satisfaction, the salary level appeared to have been an influential factor.

**Contribution Extended to the Family, Community, and Society**

Shows the tabular presentation of data on the respondent contribution to the family as well as the community; and society.

Table 25. *Contribution to the Family*

| *No.* | *Contribution to the Family* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | Financial assistance | 131 | 62.7 | 1 |
| 2 | Inspiration to other members of the family | 47 | 22.5 | 2 |
| 3 | Pride and honor to the family through an exemplary achievement in the fields of food, technology/ business affiliation | 61 | 29.2 | 3 |
| 4 | Education of siblings (High School/College/Graduate Program) | 10 | 4.8 | 4 |
| 5 | Put up entrepreneurial business | 66 | 31.6 | 5 |
| 6 | Others | 15 | 7.2 | 6 |

Table 25 presents the respondent responses based on their present summary of the graduates' contribution to their families. The collected data revealed that although majority of them are financial assistance to their family because, as Filipino, most of them are devoted to work for their family's needs and support to each family member. Followed the pride and honor of the family through exemplary achievements in food; technology/ business affiliation. It implied that most contributions of the graduates to the family are family assistance followed by putting entrepreneurial business as their family business that line in the course. These findings were supported by Goyala (2019), indicates that Filipinos are known for having solid and close family ties. They place high regard and put importance on their family before anything else. They work all day and do all they can to feed and provide financial assistance for their family. Similarly, Gregorio and Defensor (2010) emphasize that one of the most essential Filipino values is love for family and strong family ties. The reasons why they stay in the country for employment. However, it is also the reason why Filipinos work hard and grab any opportunity they can, even to the point of leaving behind their loved ones to work abroad, sacrificing loneliness and disregarding all the hazards along the way, even risking their lives to make sure they can give what their family needs.

Table 26. *Contribution to the Society / Community*

| *No.* | *Contribution to the Society / Community* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | Entrepreneurship related to food business and business affiliation purposes | 124 | 59.3 | 1 |
| 2 | Develop innovative foods from local resources | 83 | 39.7 | 2 |
| 3 | As a teacher/instructor, educate students taking up subjects on Technology and Livelihood related to foods | 58 | 27.8 | 3 |
| 4 | Others | 11 | 9.2 | 4 |

Table 26 presents the respondent responses based on their contribution to society/ community as a graduate of BSIT majoring in Food Technology. The collected data revealed that although there is a majority of them are entrepreneurship related to the food business and business affiliation purposes and develop innovative funds from local resources, these two contributions to society; community contribute to progress in the development of the community. With the help of our local resources, our demands give good jobs to the people in the community. In general, the findings revealed that the MSC foods technology graduates want to give support to society/ community.

**Level of Awareness, Understanding and Acceptability of MSC Vision and Mission, SIT Goal, and BSIT Objectives of the Foods Technology Program**

The following data show the graduate level of awareness, uunderstandings and acceptability of MSC's Vision and Mission, SIT Goal, and BSIT Objectives of the Foods Technology Program.

Table 27. *Distribution of the Respondents Based on their Level of Awareness, Understanding, and Acceptability of MSC's Vision and Mission, SIT Goal,and BSIT Objectives*

| *Indicators* | *Mean* | *Remark* |
|---|---|---|
| VISION: Marinduque State College is a research-driven higher education institution pursuing excellence and innovation by 2025 | 4.513 | More Aware, More Understood, More Acceptable |
| MISSION: Marinduque State College is committed to pursuing progressive and innovative lifelong education founded on humanistic, professional, and technologically advanced programs across cultures and communities by establishing centers of excellence and development and research-driven outreach program | 4.679 | Most Aware, Most Understood, Most Acceptable |
| School of Industrial Technology major in Automotive Goal<br>Produce highly skilled Industrial technologists trained in their respective disciplines socially responsible for innovative state-of-the-art technology and be globally competitive. | 4.675 | Most Aware, Most Understood, Most Acceptable |
| Objectives of the Bachelor of Science in Industrial Technology Program | | |
| 1. To apply knowledge of mathematics, science, and technology to solve practical industrial technology problems | 4.541 | Most Aware, Most Understood, Most Acceptable |
| 2. To demonstrate appropriate mastery of the knowledge, techniques, skills, and tools of their respective area of specialization | 4.627 | More Aware, More Understood, More Acceptable |
| 3. To understand and apply industry practices and safety standards | 4.521 | More Aware, More Understood, More Acceptable |
| 4. To understand and apply professional, ethical, and social responsibilities | 4.426 | More Aware, More Understood, More Acceptable |
| 5. To exhibit the ability to function effectively in a team. | 4.847 | Most Aware, Most Understood, Most Acceptable |
| 6. To understand the impact of technology solutions in a global, economic, environmental, and societal context. | 4.612 | More Aware, More Understood, More Acceptable |
| 7. To show the ability to communicate effectively through oral and written communication. | 4.521 | More Aware, More Understood, More Acceptable |
| 8. To implement innovation and/or improve a component or integrated system in their respective area of specialization to meet the desired needs with realistic constraints.<br>Valid N (listwise) | 4.620 | More Aware, More Understood, More Acceptable |
| PERCENTAGE | 4.539 | More Aware, More Understood, More Acceptable |

Table 27 presents the respondent responses based on their level of awareness, understanding, and acceptability of MSC's mission vision, SIT goal, and BSIT objectives, the graduates of Foods Technology. The collected data revealed that although there is a majority of them in all the indicators covering the VGMO, remarks are provided. For the mission, it is described as more aware, more understood, and more acceptable, while for the mission and the SIT goal, both are described as the most aware, most understood, and most acceptable. As to the objectives, two indicators (1 and 5) attained the most aware, most understood, and most acceptable interpretation, while all the rest attained the more aware, more understood, and more acceptable descriptions. The results imply the graduates can retain, if not internalize, the College's vision as regards its graduates, as well as its mission of providing the kind of education needed by the individuals as well as the members of the community that MSC serves. Every student must be aware of the Institution ‘s VMGO so that they will be guided of the target that everybody would achieve in the future. Manapsal (2016) the result revealed that

there is a high level of awareness and understanding of the students on the University vision and mission. This result means that the vision statement is stated in simple words but in a coherent manner. Furthermore, the result of the level of awareness, understanding, and acceptability. The School of Industrial Technology Goal is the most aware, most understood, and most acceptable with a 4.597 computed mean. This would be inferred that the SIT ensured the visibility of the SIT Goals for their students. Consequently, the faculty members are fulfilling their tasks under the guidance of the same principles by providing students with responsive and relevant instruction which explicitly fulfill their responsibilities with the same goals. On the objectives of the BSIT program, the level of awareness, understanding, and acceptability is more aware, more uunderstand, and more acceptable as all the computed mean falls under this description. It implies that they comprehend, understood, and accept the BSIT program. This is a good point in maintaining the visibility of the program. Therefore, the students can highly comprehend these same goals and find their relevance in their learning activities, on the part of the students, while the faculty participants employ responsive instruction activities for relevant learning. Likewise, student participants highly appreciate and agree with these objectives, as reflected in their continuing study at the university to earn their degree and the faculty on their part, keeps serving the university regardless of their status in the college. The *high level* of responsibility, on the other hand, is reflective of the excellent performance and accomplishment of the faculty participants indicated their evaluation results and accomplishment reports. With such an effect on the students and faculty as expressed of Manapsal, (2016), ensuring the visibility of the VMGOs in the institution helps making the main clients are aware and eventually internalizing the VMGOs.

**Possible Contribution of Graduates in the Fulfillment of the Requirement for MSCs University hood**

This following data show the possible contribution extended to fulfill the requirements of the MSC University hood.

Table 28. *Distribution of Respondents Based on the Support to each Faculty Member or Staff in Research and Development Disciplines*

| *No.* | *Possible Contribution to Each Staff in Research and Development Disciplines* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | support programs and activities offered by the school | 142 | 67.9 | 1 |
| 2 | encourage faculty members to pursue post-studies related to their field of specialization | 103 | 49.3 | 2 |
| 3 | make a partnership with faculty members to conduct research and development activities in the field of foods technology | 37 | 17.7 | 3 |
| 4 | initiate fundraising to support development activities and research of the faculty | 27 | 22.7 | 4 |
| 5 | Other | 5 | 2.4 | 5 |

Table 28 presents the respondent responses based on the support of each faculty member or staff in research and development disciplines. The collected data revealed that although majority of them answered that support programs and activities offered by the school, and some are encouraging faculty members to pursue post-studies related to their field of specialization. It reveals that most graduates can extend their support to each faculty member or staff in the research and development discipline by supporting the program and activities offered by the school. This is a good indicator that graduates are willing to support the programs or activities set by their Alma Mater. It implies that this is necessary to support the strategic goals of the Institution in teaching, learning, and research. In the University of Skovde (2016), from an individual point of view, the research advantages extend beyond having an impressive degree certificate. Through detailed research, students develop critical thinking expertise, as well as practical analytical, research, and communication skills that are globally sought-after and incredibly beneficial. Ultimately, research is essential to the economic and social development of a globalized society, forming the foundations of governmental policies worldwide.

Table 29. *Distribution of Respondents according to Contribution to MSC's Comprehensive Range of Degree Programs from Basic to Post-Secondary to Doctoral Programs*

| *No.* | *Contribution to MSC's Comprehensive Range of Degree Programs from Basic to Post-Secondary to Doctoral Programs* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | support the mission, vision, goals, and objectives of the Alma Mater | 142 | 67.9 | 1 |
| 2 | promote courses that are viable and responsive to development | 124 | 59.3 | 2 |
| 3 | recommend that all level programs offered in the institution | 52 | 24.9 | 3 |
| 4 | be proud of all the curriculum program offerings | 39 | 18.7 | 4 |
| 5 | Others | 31 | 14.8 | 5 |

Table 29 presents the respondent responses based on their contribution to MSC's comprehensive range of degree programs, from primary to post-secondary to doctoral programs as a graduate of BSIT majoring in Food Technology. The collected data revealed that although there is a majority of they support the mission, vision, goals, and objectives of the Alma Mater and promote courses that are viable courses and responsive to development. This implies that the alums would be able to support MSCs programs.

Table 30. *Distribution of Respondents according to Contribution to MSC's Research Program*

| *No.* | *Contribution to MSC's Research Program* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | contribute to sharing of knowledge and expertise in the area of specialization | 119 | 56.9 | 1 |
| 2 | support research programs through fund donations | 99 | 47.4 | 2 |
| 3 | Others | 34 | 16.3 | 3 |
| 4 | provide a range of discounts and services if contacted as a resource person | 42 | 20.1 | 4 |

Table 30 presents the respondent responses based on their contribution to MSC research programs as a graduate of BSIT majoring in Food Technology. The collected data revealed that although majority of them contribute to sharing of knowledge and expertise in areas of specialization and support research programs through fund donations. It implies that the alums would be able to support MSCs programs. As alumni of SIT, the respondents are able and willing to share knowledge and expertise when they are seeking to participate in research activities related to their specialization. This implies that alums knowledge and expertise can contribute to the improvement and research programs. According to Bishop (2020), alums serve many valuable roles, such as helping to build and grow an institution brand through word-of-mouth marketing. For instance, positive posts on social media can create buzz and increase application rates. Colleges also rely on alumni to provide mentoring, internships, and career opportunities. These are just a few reasons why alums are essential to the success of higher education institutions, which are becoming more accountable for job placement rates.

Table 31. *Distribution of Respondents according to Support MSC's Comprehensive Learning Resources and Support Structure*

| *No.* | *Contribution to Support MSC's Comprehensive Learning Resources and Support Structure* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | provide financial donations | 61 | 29.2 | 1 |
| 2 | offer practical support to current students via talks, newsletters, and other resources | 109 | 52.2 | 2 |
| 3 | serve as a focal person to connect with people/organizations who could be potential resources | 98 | 46.9 | 3 |
| 4 | Others | 22 | 10.5 | 4 |

Table 31 presents the respondent responses based on their contribution to support MSC comprehensive learning resources and support structure as a graduate of BSIT majoring in Food Technology. The collected data revealed that although majority of them offer practical support to current students via talks, newsletters, and other resources and serve as a focal person to connect with people/organizations who could be potential resources. It's a good sign that they are still willing to educate the current students and provide financial/donations to support the MSC comprehensive learning resources and support structure. It's also implies that the Institution needs to have all those stuffs to achieve and comply with the requirements mandated by the CHED.

According to Bishop (2020), alums bring in needed revenue through donations, which can help institutions overcome financial issues as regards resources for learning.

Table 32. *Distribution of Respondents according to Contribution to Strengthen and Maintain Linkages with Other Research Institutions in Various Parts of the World*

| *No.* | *Contribution to Strengthen and Maintain Linkages with other Research Institutions in Various Parts of the World* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | serve to the promotion of research | 47 | 22.5 | 1.5 |
| 2 | refer to new ideas or knowledge in research | 84 | 40.2 | 1.5 |
| 3 | serve linkage with other research institutions | 95 | 45.5 | 3 |
| 4 | tap other alumni to engage and keep abreast of the progress of the university | 48 | 23.0 | 4 |
| 5 | Others | 28 | 13.4 | 5 |

Table 32 presents the respondent responses based on their contribution to strengthening and maintaining linkages with other research institutions in various parts of the world as a graduate of BSIT majoring in Food Technology. The collected data revealed that although there is a majority of them serve linkage with other research and refer to new ideas or knowledge in research. These two, contributions are big part of strengthening and maximizing the promotion of research. According to McAdoo (2010), building external support for higher education institutions, institutional advancement programs seek to position the institution among its external constituents. Trachtenberg (2000), the basis of institutional advancement is developing relationships with external constituents (alums, government leaders, and the community) to ensure financially and ideological support from those that know the best institution.

Table 33 presents the respondent responses based on their contribution to different outreach programs offered by the institution as a graduate of BSIT majoring in Food Technology. The collected data revealed that although there is a majority of them voluntarily offer their time and expertise. They will purposely help to address specific social development problems and refer to a new partner. It can be obtained that among the graduates, there will be potential leaders who will encourage and involve in university fundraising to pillar the different outreach programs of the institution. It will be a good asset for the school where they can contribute to the social development. It also implies that university fundraising is one way to get the involvement of other stakeholders, and that builds a strong connection between the school and the graduate. It will consequently encourage other students to do the same. According to Etzelmueller (2014), universities have the potential to build a connection between undergraduate students and alums by offering opportunities for internships, community volunteering, and job networking. This interaction with alums allows current students to experience opportunities to remain connected to their alma mater in the future. The current students with alums create an opportunity to influence the current student's professional experience. It also is an opportunity to establish the importance of organizational identification and alums relations. Donations are significant to the goals of a university, and university advancement needs to understand why alums donate.

Table 33. *Distribution of Respondents according to the Contribution to Different Outreach Programs Offered by the Institution*

| *No.* | *Contribution to Different Outreach Programs Offered by the Institution* | *Frequency* | *% of Yes Response* | *Rank* |
|---|---|---|---|---|
| 1 | get involved in university fundraising | 64 | 30.6 | 1 |
| 2 | as a graduate, serve as a role model in participating in different outreach programs of the institution | 55 | 26.3 | 2 |
| 3 | tap other alumni as revenue contributors | 61 | 29.2 | 3 |
| 4 | voluntarily offer your time and expertise that will purposely help to address specific social development problems | 81 | 38.8 | 4 |
| 5 | refer to the new partners | 76 | 36.4 | 5 |
| 6 | Others | 6 | 2.9 | 6 |

## Conclusion

Based on the findings, is therefore concluded that the graduates of Marinduque State College Bachelor of Science in Industrial Technology major in Foods Technology is generally employed locally and abroad. Data revealed that not all graduates landed jobs related to their college education and preparation. The School has attained its goal of developing graduates who are aware, understand, and accept the MSCs VGMO. With these presented results, is therefore concluded that graduates utilized the potential with which they contributed to their families, community, and society. Moreover, they are willing to contribute to the university hood of their alma mater, the MSC.

In light of the findings, the recommendation is given. (1) Since the study reveals that respondents do not have post-graduate studies after college, the graduates, if possible, may pursue advanced studies to develop their professional and technological skills fully. Institutions may also offer master's degrees in Industrial Technology graduates in line with Foods Technology was globally competitive as a new generation. (2) The MSC may consider developing graduates who are globally skilled, competitive professionally and technologically advanced. To do this, laboratory facilities, equipment, online resources, and supports for the local government must be advanced according to the latest provision and trends. (3) Based on the findings, most respondents have not taken any professional examination. There are different professional exams that Foods Technology graduates may opt to take. The School may align or practice giving exams the way CSC and National Certificates administer the test. It could be a great help in getting employment in other government agencies. On the other hand, graduates are encouraged to take the exam for future use. (4) Graduates may attend training that will add up to the skills learned in college. Training centers may offer free training to fresh and old graduates who are willing to develop their career and professionalism and also offer jobs with good salaries and benefits. It helps the graduates get employed if an individual is a certified NC holder in TESDA and others. Thus, the school could sustain the skills needed in the industry in the same way training centers could offer. (5) Graduates may consider engaging themselves in a research program. (6)Future researchers may use this tracer study as a reference and continue tracing the whereabouts of the graduates.

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