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# MUST Jasaan Campus Graduates Tracer Study Academic Year 2000-2001 to Academic Year 2009-2010

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**Abstract:**

*This graduate tracer study is mainly a survey intended to trace the graduates of MPSC/MUST to their place of employment or self-employment after graduation. To obtain the needed information, the researchers used a questionnaire developed by the CHED. It is known as Graduate Tracer Survey Study and served as the data gathering instrument.*

*The subjects of the study were the 216 of the 458 MPSC/MUST graduates who responded and submitted themselves for the survey from the different academic programs offered by the University Campus. These were the graduates from School Year 2000-2001 to School Year 2009-2010.*

*Findings of the study revealed that the MPSC/MUST Jasaan Campus graduates of SY 2000-2001 to SY 2009-2010 majority of them are employed as regular or permanent in their present and current job either technician and associate professionals and clerks. Most of the respondents work in companies or organizations that have to do with manufacturing and construction. A quite number of respondents work abroad. Majority of them, their current or present job is their first job which is related to the course they took in college. As to the whether the education they get from MPSC/MUST Jasaan Campus contributed their success in life, majority of the respondents answer 'strong agree'.*

**Key words:** Graduate tracer study; Employment; Employable graduates; Satellite Campus

## Background and Rationale

Recognizing the importance of evaluating the status of an educational institution's alumni is crucial to its growth if not to its existence. Perhaps the most important objective of the college education is employment. Most parents send their children to college with the hope that after graduation their children will be able to find a decent and stable job. This holds true especially among Filipino parents who look at the value of college education as the most important legacy they can give their children and as the most effective means of getting a job that would help build the future of their children (Mercado, 2010).

However, with the present quality of education and the pressing demand of the workforce in the industry, many parents and graduates get disappointment due to the inability of the graduates to get employed. This is partly because these graduates lack necessary skills and qualifications required by the industry (Mercado, 2010). This need is recognized by government agencies that govern the quality of instruction in Higher Education Institutions (HEI's) like Mindanao University of Science and Technology (MUST) Jasaan Campus.
Aware of the present situation, the MUST Jasaan Campus, a satellite campus of MUST located in the municipality of Jasaan, Misamis Oriental through its Research Division encourages the administrator and faculty of MUST Jasaan Campus to initiate the conduct of Graduate Tracer Study (GTS) among its graduates to obtain data that would show if MUST Jasaan Campus are offering courses and producing graduates that meet the needs of industry and society. Likewise, through the GTS, MUST Jasaan Campus would be able to align their

efforts with the manpower needs of the industry and society to make its existence be justified.

## Statement of the Problem

The study aims to trace the MPSC/MUST Jasaan Campus graduates on their training, employability and accomplishments after completing a college degree from the University Campus to their place of employment or self-employment. Specifically, the graduate tracer study sought answers to the following questions:

1. What are the biographic characteristics of MUST Jasaan Campus graduates with regard to:
   a. civil status;
   b. sex;
   c. age;
   d. region of origin;
   e. province of origin; and
   f. location of residents.
2. What are the educational qualification of the respondents in term of:
   a. educational attainment;
   b. scholastic honor received;
   c. professional examination passed;
   d. training/advance studies;
   e. competencies learned in college that were useful in the first job; and
   f. if self-employed, what skills acquired in college were helpful in self-employment.
3. What situational factors influenced the qualification of respondents?
   a. reasons for taking the course; and
   b. reasons for pursuing advanced studies.
4. What is the employment situation of the respondents in term of:

a. current employment situation (employed or not);
b. present employment situation;
c. present occupation;
d. first job;
e. relatedness of the first job to college course;
f. length of stay in first job;
g. Waiting time before landing on the first job;
h. job level position;
i. initial gross monthly earning in first job; and
j. relevance of college curriculum to first job.

5. What situational factors influenced the employment situation of the respondents?
   a. reasons for staying on the job;
   b. reason for accepting first job;
   c. reasons for changing job;
   d. reasons why not employed; and
   e. how respondents found their first job.
6. Which programs have the highest percentage of graduates employed?
7. Which programs have the highest potentials for highest initial earning?
8. What is the profile of graduates who are most employed?
9. What is the perception of the graduates of MPSC/Jasaan Campus in terms of the following, to wit:
   a. whether the education obtained contribute to their success in life;
   b. its existence in providing students seeking higher education;
   c. suggestion to improved the curricular programs; and
   d. the reasons why studied at MPSC/MUST Jasaan Campus.

## Significance of the Study

It is hoped that this study will yield results and findings that will be relevant basis for enhancing the MPSC Jasaan Campus now MUST Jasaan Campus curricular programs as a higher learning institution in the eastern part of Misamis Oriental.
This study will benefit the following:

**Governing Board and the Administration.** This study will provide them an information and overview the performance of MPSC Jasaan Campus now MUST Jasaan Campus from 2001 to 2010 based on the results and finding of the study and hopefully come up with an institutional policies to make the campuses more responsive in meeting its mission, vision, goals and objectives.

**Faculty and Staff.** The finding of this study will justify the qualification and training needs of the faculty and staff to improve their competencies in imparting quality instructions in order to achieve higher employability rate of its graduates even if they are graduates from the satellite campuses.

**Parents.** The results of the study will serve as information on the role and the effort done by the MUST Jasaan Campus in providing quality and highly competitive higher education programs to their children.

**Future Researchers.** This study will serve as reference to the researcher for their future studies.

## Conceptual Framework

The conceptual frame of the study is based on the approved CHED funded GTS initiated study. It shows the variables that are at play in the GTS research. In this study, the independent

variables are assumed to affect the dependent variables. The independent variables are the characteristics and qualification of graduates, which includes biographical, educational, and situational profile of the graduates. The dependent variables are the employment factors such as type of employment, current employment situation, employment status, occupation, classification of company or organization where respondents work, place of work, relatedness of the first job to the course in college, job reach time or waiting time before landing the first job, job level position, initial gross monthly earning in the first job, and reason for accepting and staying on the job. The conceptual framework is roughly diagramed below.

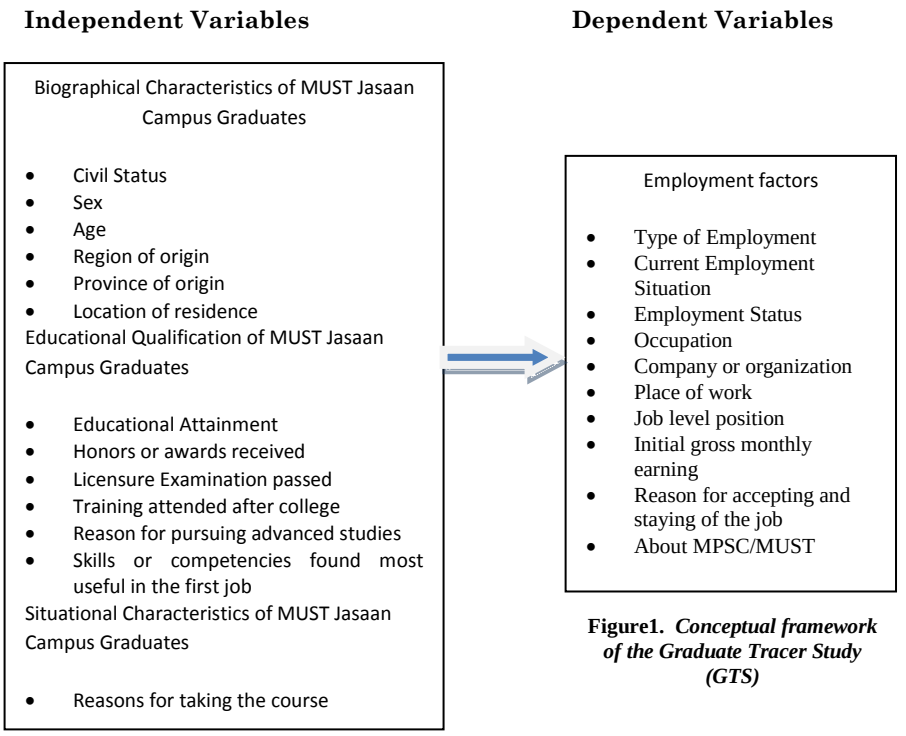


**Figure1.** ***Conceptual framework of the Graduate Tracer Study (GTS)***

## Methodology

This graduate tracer study is mainly a survey intended to trace graduates from their school of origin to their place of employment or self-employment. To obtain the needed information, this research study used a questionnaire developed by the CHED. It is called Graduate Tracer Survey Study and served as the data gathering instrument.

The subjects of the study were 216 MPSC/MUST Jasaan Campus whose names were drawn randomly from the master list of 458 graduates of the different academic programs offered by the University Campus. These were the graduates from the three-year technician program form School Year 2000-2001 to School Year 2006-2007 and the degree program form SY 2007-2008 to SY 2008-2010. Slovin formula was used in determining the number of respondents included in the sample.

The graduates included in the sample were asked to personally accomplish the survey form sent to them via snail mail, email or contact persons. Telephone and cellular phones were also used to interview the respondents and to verify information in the survey form.

The quantitative data obtained through questionnaire were subjected to a statistical test to determine the percentage of frequency of occurrence of the different categories singled out in the questionnaire.

Since the researchers used the questionnaire used by CHED in its bigger and wider study hence, there is no need to validate the survey questionnaire. A descriptive write up was made of the analysis of data (Rodriguez, 2006, p.39).

## Results and Discussion

## I. Biographic Profile of the Respondents

**Table 1 Biographic Characteristics of MUST Jasaan Campus Graduates of SY 2000-2001 to SY 2009-2010**

| Biographic Profile | Frequency | Percentage |
|---|---|---|
| Civil Status | | |
| Single | ***73*** | ***33.79%*** |
| Married | 140 | 64.81% |
| Separated | ***1*** | ***0.46%*** |
| Single Parent | 2 | 0.94% |
| Sex | | |
| Male | ***174*** | ***80.55%*** |
| Female | 45 | 19.45% |
| Age | | |
| Below 20 | | |
| 21-22 years old | | |
| 23-24 years old | 12 | 5.55% |
| 25-26 years old | 35 | 16.20% |
| 27-28 years old | 43 | 19.91% |
| 29-30 years old | 54 | 25% |
| Above 30 | ***72*** | ***33.33%*** |
| Region of Origin | | |
| Region 10 | ***214*** | ***99.08%*** |
| Region 9 | 1 | 0.46% |
| CAR | 1 | 0.46% |
| Province of Origin | | |
| Misamis Oriental | ***212*** | ***98.15%*** |
| Bukidnon | 2 | 0.92% |
| Agusan del Norte | 1 | 0.465% |
| Zamboanga del Norte | 1 | 0.465% |
| Location of Residence | | |
| City | 3 | 1.39% |
| Municipality | ***213*** | ***98.61%*** |

A biographic profile of the respondents of the MUST Jasaan Campus graduates who acted as respondents in the study shows a majority of them are *married* (64.81%); *male* (80.55%); *above 30* (33.33%); *residing in Region 10* (99.08%); from *province of Misamis Oriental* (98.15%) and *residing in the municipality* (98.61%).

## II. Educational Qualification of the Respondents

**Table 2: Educational Attainment of the Respondents**

| Discipline | Frequency | Percentage |
|---|---|---|
| Architectural Drafting Technology | 10 | 4.63% |
| Automotive Engineering Technology/ Automotive Technology | 50 | 23.15% |
| Food Processing Technology/ Food Service Management | 20 | 9.26% |
| Electrical Engineering Technology/ Electrical Technology | 60 | 27.78% |
| BS in Information Technology | 41 | 18.98% |
| BS in Electrical Technology & Management | 20 | 9.26% |
| BSE – Technology & Livelihood Education | 10 | 4.63% |
| BSIT major in Automotive Technology | 5 | 2.31% |
| **Total** | **216** | **100%** |

Table 2 shows the educational attainment of the respondents. A majority of them comes from the field of *Electrical Engineering Technology/Electrical Technology* (27.78%). This is expected since graduates of SY 2000-2001 to SY 2009-2010 come from this program, which for the longest period of time (2001-2006) it has been the flagship of the campus in terms of number of enrollees. This is followed by graduates of *Automotive Engineering Technology/Automotive Technology* (23.15%); *BS in Information Technology* (18.98%); *Food Processing Technology/ Service Management and BS Electrical Technology and Management* are tied at 9.26%; *Architectural Drafting Technology and BSE-Technology and Livelihood Education* are also tied at 4.63%; and finally *BS in Auto-Mechanical Technology* (2.31%) come the last in rank. About 1.85% of the respondents received scholastic honors, *cum laude* (see Table 3).

**Table 3: Scholastic Honors Received**

| Honors or Awards Received | Frequency | Percentage |
|---|---|---|
| Summa Cum Laude | 0 | 0% |
| Magna Cum Laude | 0 | 0% |
| Cum Laude | 4 | 1.85% |
| Other Awards | 0 | 0% |

As to the percentage of licensure examination passers given by the Professional Regulation Commission (PRC), the data on Table 4 on the next page reveal the following results, to wit: 40% of the BSE-TLE respondents *passed the licensure examination for teachers* (LET); 6.67% of the EET/ET respondents passed the *registered master electrician*; and finally 2.00% of the AET/AT respondents passed the *certified plant mechanic.* Only the BSE-TLE is a required to take the board examination after graduation. The EET/ET and AET/AT graduate are required to undergo at least one year of practical experience to qualify to take the registered master electrician and certified plant mechanic board examination.

**Table 4: Licensure Examinations Passed**

| PRC Examination | Frequency | Percentage |
|---|---|---|
| LET-Secondary | 4 | 40% |
| Registered Master Electrician | 4 | 6.67% |
| Certified Plant Mechanic | 1 | 2.00% |
| Others | - | - |

**Table 5: Training Attended After College**

| Training or Advanced Study | Frequency | Percentage |
|---|---|---|
| Advanced Study or Graduate Program | 6 | 2.78% |
| Short Term Professional Related Training | 35 | 16.20% |
| Short Term Intensive Professional Development Seminar | 25 | 11.57% |
| Post Baccalaureate or Professional Certificate Program | 4 | 1.85% |
| Other Work Related Training | 10 | 4.63% |
| Total | 80 | 37.04% |

Table 5 discloses that 37.04% of the MUST Jasaan Campus graduates of SY 2000-2001 to SY 2009-2010 attended trainings after college. They attended trainings such as *advanced study or graduate program* (2.78%); *short term professional related training* (16.20%); *short term intensive professional development seminar* (11.57%); *post baccalaureate or professional certificate program* (1.85%); and *other work related training* (4.63%). The reasons for advance studies are the following: for *professional*

*development* (1.85%) and *for promotion* (0.92%). This implies that despite the benefits they get from taking advance study or graduate program, only a small number of respondents about 2.78% pursue rather they focus on professional related training and seminars. Table 6 provides data on this.

**Table 6: Reasons for Pursuing Advanced Studies**

| Reasons | Frequency | Percentage |
|---|---|---|
| Professional Development | 4 | 1.85% |
| Promotion | 2 | 0.92% |
| Other Reasons | - | - |

Among the skills or competencies learned in college, *communications skills* appeared to be the skill that is most useful to the graduates in their first job. This is expected considering that all applicants will always undergo interview as part of the recruitment process. This was disclosed by 83.33% of the respondents. This is followed by the *critical thinking skills* (73.61%) and closely with *problem-solving skills* at 72.22%. This is also expected since MUST Jasaan Campus graduates are technology based oriented as such critical thinking and problem-solving are the essential skills needed to carrying their respective job. The other skills are as follows*: information technology skills* (65.28%); and *human relation skills* (50.92%). What appeared to be the skill that was least useful to the graduates in their first job was the *entrepreneurship skill* as this was identified by only 23.15% of the respondents.

Data presented in Table 7 on the next page implies that that the graduates find these skills learned in college crucial to their job. Since only a measly 5.59% of the respondents are self-employed, they cited entrepreneurship skill as the skill that was most useful in self-employment.

**Table 7: Skills or Competencies Found most useful In the First Job**

| Skills or Competencies | Frequency | Percentage |
|---|---|---|
| Communication skills | 180 | 83.33% |
| Human Relation skills | 110 | 50.92% |
| Information Technology skills | 141 | 65.28% |
| Critical thinking skills | 159 | 73.61% |
| Problem-Solving skills | 156 | 72.22% |
| Entrepreneurship skills | 50 | 23.15% |
| Other skills | - | - |

This finding indicates that, among other skills and entrepreneurship skill and good human relations are important factors in self- employment.

## III. Situational Factors that Influenced the Qualification of Respondents

**Table 8: Reasons for taking the Courses/Pursuing the Degrees in the Undergraduate and Graduate Levels**

| | Undergraduate | | | Graduate | | |
|---|---|---|---|---|---|---|
| Reasons | **Frequency** | **Percent** | **Rank** | **Frequency** | **Percent** | **Rank** |
| High grades in the course or subject areas related to the course | 16 | 7.41% | | 2 | 33.33% | |
| Good Grades in High school | 22 | 10.18% | | 3 | 50.00% | |
| Influence of parents and relatives | 63 | 29.17% | 4 | 2 | 33.33% | |
| Peer Influence | 51 | 23.61% | 6.5 | 3 | 50.00% | |
| Inspired by a role model | 41 | 18.98% | | 5 | 83.33% | 2 |
| Strong Passion For the Profession | 51 | 23.61% | 6.5 | 1 | 16.67% | |
| Prospect for immediate | 120 | 55.56% | 2 | 2 | 33.33% | |

| | | | | | | |
|---|---|---|---|---|---|---|
| employment | | | | | | |
| Status or prestige of the profession | 27 | 12.50% | | 4 | 66.67% | 3 |
| Availability of course offering in school | 122 | 56.48% | 1 | 1 | 16.67% | |
| Prospect of career advancement | 39 | 18.06% | 7 | 2 | 33.33% | |
| Affordability for the family | 110 | 50.92% | 3 | 3 | 50.00% | |
| Prospect for attractive compensation | 31 | 14.35% | | 6 | 100.00% | 1 |
| Opportunity for employment abroad | 61 | 28.24% | 5 | 3 | 50.00% | |
| No particular choice or no better idea | 18 | 8.33% | | 2 | 33.33% | |
| Other Reasons | - | - | | 0 | - | - |

Table 8 presents data relative to career choice. These include reasons for taking the course or pursuing the degree at the undergraduate and graduate levels. The table also shows responses of those who earned an undergraduate degree and those who finished or are working on their graduate studies. A total of 14 reasons given in the questionnaire were ranked according to the number of respondents who cited them as the reason for their career choice.

Among those respondents who finished an undergraduate degree, more than 18% singled out seven out of the fourteen reasons given in the questionnaire. Following the order of their ranking, these were: *availability of course offering in the school* was cited by 56.48%; *prospect for immediate employment* was cited by 55.56%; *affordability for the family* comes third as cited by 50.92% and *influence of parents and*

*relatives* cited by 29.17% comes fourth; *opportunity to work abroad* which was cited by 28.247% comes fifth in the rank. Other reasons worth mentioning are *peer influence and strong passion for profession* are tied at 23.61%; and prospect of career advancement which was cited by 18.06%.

The data show that the respondents were pragmatic in their career choice. They consider first and foremost the availability of course offering of the school and the economic benefit they would derive from their chosen courses. Most importantly they do not only consider job prospect but also their parent financial capability in the course they have chosen as well as their parent and relative influence whom maybe an alumni of the school.

On the other hand, three out of fourteen reasons given in the questionnaire were singled out by the six respondents who pursued advanced studies or graduate program after college. The top among the list is *prospect for attractive compensation* at 100%. This is followed by *inspired by a role model* at 83.33 % and *status or prestige of the profession* at 66.67 % come second and third in rank respectively.

## IV. Employment Situation of the Respondents

Part IV of the study pertains to the employment status of the respondents. The data in Table 9 in the next page establish whether the respondents are currently employed or not and the reasons for unemployment. Data reveal that 82.87% of the respondents are employed while 14.35% are currently not employed and 2.78% have never been employed since graduation.

**Table 9: Current Employment Situation of the Respondents**

| Item | Frequency | Percentage |
|---|---|---|
| Yes | 179 | 82.87% |
| No | 31 | 14.35% |
| Never Employed | 6 | 2.78% |

**Table 10: Reasons Why Not Employed**

| Reasons | Frequency | Percentage |
|---|---|---|
| Family concern and decided not to find a job | 13 | 35.14% |
| End of Contract and Still on the process of renewal | 9 | 24.32% |
| Advance or further study | 7 | 18.92% |
| Health-related reason(s) | 2 | 5.41% |
| Did not look for a job | - | - |
| Lack of work experience | - | - |
| Other reasons: (Got Married after Graduation) | 6 | 16.22% |
| No job opportunity | - | - |

Among those respondents who are not employed or never been employed since graduation from college, 35.14% indicated *family concerns and decided not to find a job* as their reasons for unemployment while 24.32% indicate *end of contract and still on the process of renewal* as their reason for unemployment. Other reasons were: *advance or further study* (18.92%); *got into marriage after graduation* (16.222%); and *health-related* (5.41%). No one among the unemployed respondents cited reasons such as they *did not look for a job*, *lack of work experience* and *no job opportunity* as their reasons for unemployment. Table 10 provides relevant data on this.

The next three tables focus on the employment status and occupation of the respondents as well as their designation and the classification of the company or organization where respondent work.

**Table 11: Present Employment Status of the Respondents**

| Employment Status | Frequency | Percentage |
|---|---|---|
| Regular or Permanent | 90 | 50.28% |
| Temporary | 27 | 15.08% |
| Contractual | 32 | 17.88% |
| Self-Employed | 10 | 5.59% |
| Casual | 20 | 11.17% |

Among respondents who are presently employed, 50.28% are regular or permanent; 15.08% are temporary; 11.17% are casual; 15.08% are contractual and 5.59% are self-employed. Table 11 provides data on this while Table 12 provides data on

the present occupation (designation) of employed respondents. The present occupations were classified or clustered based on the Philippine Standard Occupation Classification (PSOC) and was used as point of reference in so far as work designations of respondents are concerned.

**Table 12: Present Occupation of the Respondents**

| Occupation | Frequency | Percentage |
|---|---|---|
| Teacher or Instructor | 9 | 5.03% |
| Clerk | 37 | 20.67% |
| Official of Government, and special-interest organization, Corporate Executive, Managers, Managing Proprietors and Supervisors | 20 | 11.17% |
| Trades and Related Workers | 19 | 10.61% |
| Technician and Associate Professionals | 45 | 25.14% |
| Service Workers and Shop and Market Sales Workers | 8 | 4.47% |
| Plant and Machine Operators and Assemblers | 41 | 22.91% |
| Laborer and Unskilled | - | - |
| Farmer or Fisherman | - | - |

With regard to the type of occupation, 25.14% were hired as *technician and associate professionals*; 22.91% were *plant and machine operators and assemblers*; and 20.67% were *clerks.* The other types of occupation *were official of government, and special-interest organization, corporate executive, managers, managing proprietor and supervisor* (11.17%); *trades and related workers (10.61%); teacher or instructor* (5.03%); and *service workers and shop and market sales workers* (4.47%).

With regard to the classification of company or organization where respondents work, Table 13 on the next page provides pertinent data on classified company or organization as based on DTI classification or clustering.

Since MUST Jasaan Campus offers science and technology courses, 26.82% indicated *manufacturing* as the area they serve. Since all courses are technology based programs 19.55% indicated *construction firm* while 11.17% indicated *electricity, gas and water supply* as the company or organization they work on. Other types of company or

organization where respondents work include the following: *wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods* (8.38%); *education* (7.26%); and p*ublic administration and defense; compulsory social security* (6.70%).

**Table 13: Classification of Company or Organization Where Respondents Work**

| Classification of Company or Organization | Frequency | Percentage |
|---|---|---|
| Education | 13 | 7.26% |
| Wholesale and Retail Trade; repair of motor vehicles , motorcycles and personal and household goods | 15 | 8.38% |
| Financial Intermediation | 10 | 5.59% |
| Public Administration and defense; Compulsory Social Security | 12 | 6.70% |
| Hotels and Restaurant | 6 | 3.35% |
| Manufacturing | 48 | 26.82% |
| Transport, Storage ad Communication | 5 | 2.79% |
| Health and Social Work | 2 | 1.12% |
| Construction | 35 | 19.55% |
| Real Estate, Renting and Business Activities | 6 | 3.35% |
| Other Community, Social and Personal Services Activities | 5 | 2.79% |
| Agriculture, Hunting and Forestry | 2 | 1.12% |
| Electricity, Gas and Water Supply | 20 | 11.17% |
| Fishing | - | - |
| Mining and Quarrying | - | - |
| Private Household with Employed Persons | - | - |
| Extra-Territorial Organization and Bodies | - | - |

Table 14 below provides data on place of work of the respondents. Majority of the respondents, that is, 88.83% work locally or in the Philippines while 11.17% work abroad.

**Table 14: Place of Work of Respondents**

| Place | Frequency | Percentage |
|---|---|---|
| Local | 159 | 88.83% |
| Abroad | 20 | 11.17% |

The next part of the study focuses on the job itself. Table 15 shows data on the first job landed and specifically presents whether present job is the first job or not.

The Table 15 below reveal that for 58.66% of the respondents, their current job is their first job while 41.34% of the respondents, their current job is no longer the job that they had after graduation from college.

**Table 15: Whether Present Job is First Job or Not**

| • Item | • Frequency | • Percentage |
|---|---|---|
| YES | 105 | 58.66% |
| NO | 74 | 41.34% |

Table 16 on the next page reveal that 83.80% perceived that the courses they took in college have some bearing on the first job they held. Only about 16.20% felt that the courses they took in college are not related to the first job that they held.

**Table 16: Whether First Job is related to the Course in College**

| Item | Frequency | Percentage |
|---|---|---|
| YES | 150 | 83.80% |
| NO | 29 | 16.20% |

Table 17 indicates that for 26.26% of the respondents, their length of stay in their first job was one year to less than two years. For 20.67%, their length of stay in the first job was from two years to less than three years and for 19.55%, it was one month to six months. This is in consonance with the labor law that temporary assignments should not be longer than six months.

**Table 17: Length of Stay in First Job**

| Length of Stay | Frequency | Percentage |
|---|---|---|
| 3 years to less than 4 Years | 8 | 4.47% |
| 2 Years to less than 3 Years | 37 | 20.67% |
| 1 Year to less than 2 Years | 47 | 26.26% |
| 7 to 11 Months | 30 | 16.78% |
| 1 to 6 months | 35 | 19.55% |
| Less a Month | 5 | 2.79% |
| Others | 7 | 3.91% |

After the six months probationary period, the employer has to either let the employee go or make him/her permanent which would entitle the employee to all the benefits due for permanent employees.

The next two tables have something to do with job research. Table 18 indicates how first job was found while Table 19 indicates job research time or waiting time.

**Table 18: How First Job Was Found/Secured**

| Item | Frequency | Percentage |
|---|---|---|
| Response to an Advertisement | 50 | 27.93% |
| As Walk-in Applicant | 67 | 37.43% |
| Recommended by Someone | 12 | 6.70% |
| Information from Friends | 19 | 10.61% |
| Arranged by School | 3 | 1.68% |
| Family Business | 2 | 1.68% |
| Job Fair or PESO | 26 | 14.52% |
| Others | - | - |

Table 18 indicates how first job was found by the respondents. 37.43% indicate *walk-in application*; 27.35% indicated *response to an advertisement*; and 14.52% indicated *job fair or PESO.*

**Table 19: Job Search Time Waiting Time**

| Item | Frequency | Percentage |
|---|---|---|
| 1 to 6 Months | 79 | 44.13% |
| 7 to 11 Months | 53 | 29.61% |
| Less Than a Month | 13 | 7.26% |
| 1 Year to less than 2 Years | 23 | 12.85% |
| 2 Years to less than 3 Years | 7 | 3.91% |
| 3 years to less than 4 Years | 4 | 2.23% |
| Other | - | - |

Table 19 provides data on how long a MUST Jasaan Campus graduate has to wait before landing the first job after graduation. The data reveal that, an MUST Jasaan Campus graduate has to wait one to six months from the date of graduation before s/he lands the first job. This was revealed by 44.13% of the respondents. Some 29.61% have to wait 7 to 11 months but some 12.85% had to wait one to less than two years waiting time before they are able to secure their first job after graduation.

An interesting result shows a good percentage of graduates have only to wait less than a month after graduation in order to get a job at 7.26%. They are hired before graduation and started their job after graduation. Some were those who work in companies or businesses owned by the family or those who decided to be self-employed by running or starting their own business.

The Table 20 presents data that has to do with job level position of respondents in their first job after college and in their current or present job.

Data presented in Table 20 reveal 50.84% and 53.07% of the respondents held professional, technical or supervisory position in their first job and current or present job respectively. This is expected because all courses of MUST Jasaan Campus are technology based programs, hence majority of the respondents entry level are technicians and professionals. Another interesting finding in this part of the study is the increase in the number of self-employed graduates.

**Table 20: Level of Position**

| Level of Position | First Job | | Current or Present Job | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Rank or Clerical | 82 | 45.81% | 71 | 39.66% |
| Professional, Technical or supervisory | 91 | 50.84% | 95 | 53.07 |
| Managerial or Executive | 1 | 0.55% | 3 | 1.68% |
| Self-employed | 5 | 2.79% | 10 | 5.59% |

While only 2.79% were self-employed after college graduation, some 5.59% are self-employed in their current or presented job level position. This means that some respondents who were employed as rank or clerical employees after college graduation have decided to be self-employed. This movement or change in job level position is evident in the increase in number of respondents who indicated "self-employed in their current or presented job level position. Also noticeable is the increase in number of respondents who indicated professional, technical or supervisory positions in their current or present job. This means that some respondents who were employed as rank or clerical after graduation have been promoted to professional, technical or supervisory positions in their current or present job level position.

Table 21 below focuses on the initial gross monthly earning in the first job after college. Data reveal that the figure frequently cited by respondents with regard to their initial gross monthly earning in the first job after college is P5, 000.00 to less than P10, 000.00.

**Table 21: Initial Gross Monthly Earning in the First Job**

| Initial Gross Monthly Earning | Frequency | Percentage |
|---|---|---|
| P5,000 to less P10,000 | 104 | 58.10% |
| P10,000 to less than P15,000 | 43 | 24.02% |
| Below P5,000 | 2 | 1.11% |
| P15,000 to less than P20,000 | 7 | 3.91% |
| P20,000 to less than P25,000 | 3 | 1.68% |
| P25,000 above | 20 | 11.17% |

This was cited by a majority or 58.10%. Some 24.02% cited P10, 000.00 to P15, 000.00 while some 11.17% of the respondents who are currently working abroad cited above P25,000 as their initial gross monthly income. The others cited as follows: P15,000 to less than P20,000 (3.91%); P20,000 to less than P25,000 (1.68%); and below P5,000 (1.11%). Therefore it can be deduced from these data that the average initial gross monthly earning of respondents in their first job after college is P5,

000.00 to less than P10, 000.00 which is in accordance with the regional minimum wage. The last item in this part of the study has to do with relevance of the job to the course. Table 22 presents data relative to this.

**Table 22: Relevance of the Job to the Course Completed**

| Relevance of the Job to course | Frequency | Percentage |
|---|---|---|
| YES | 153 | 85.47% |
| NO | 26 | 14.53% |

Data presented in the Table 22 indicate that 85.47% of the respondents believe that the course they took in college has some bearing to their current job. Respondents find the course they finish in college to be relevant to the job that they have at present.

## V. Situational Factors That Influenced the Employment Situation of the Respondents

Table 23 indicates that salaries and benefits have been the top reasons for the respondents to stay on the job they have at present. This was indicated by 52.51%. Another reason which cited by 36.31% was the job related to special skills. The third reason, cited by 29.05%, is related to course or program of study.

**Table 23: Reasons for Staying on the Job**

| Reasons | Frequency | Percentage |
|---|---|---|
| Salaries & Benefits | 94 | 52.51% |
| Career and Challenge | 30 | 16.76% |
| Related to Special Skills | 65 | 36,31% |
| Related to Course or program of Study | 52 | 29.05% |
| Proximity to Residence | 20 | 11.17% |
| Peer Influence | 15 | 8.48% |
| Family Influence | 8 | 4.47% |
| Other Reasons | 2 | 1.11% |

As pointed out earlier, there were some 29 respondents or 16.20% who indicated that their first job after college is not related to the course they finished. With regards to reasons for

accepting the job even if it is not related to the course completed in college, 'salaries and benefits' top the list, as indicated by 15.08%. This is followed by 'career and challenge (10.06%) and related to special skills which was cited by 8.38%' comes third. All these data are presented in Table 24.

**Table 24: Reasons for Accepting the Job even if not related to Course completed in College**

| Reasons | Frequency | Percentage |
|---|---|---|
| Salaries & Benefits | 27 | 15.08% |
| Career and Challenge | 18 | 10.06% |
| Related to Special Skills | 15 | 8.38% |
| Proximity to Residence | 11 | 6.14% |
| Other Reasons | - | - |

Table 25 on the next page presents data that have to do with reasons for changing job. Data reveal that, as in the reasons for staying on the job and for accepting the jobs, 'salaries and benefits' remain as the top reason indicated by 35.75% while 'career and challenge' comes second as indicated by 17.32%. The third reason cited by 10.06% is that the job that the respondents have changed into 'related to special skills' while 'proximity to residence' with 9.50 seems to be the least reason for changing job.

**Table 25: Reasons for Changing Job**

| Reasons | Frequency | Percentage |
|---|---|---|
| Salaries & Benefits | 64 | 35.75% |
| Career and Challenge | 31 | 17.32% |
| Related to Special Skills | 18 | 10.06% |
| Proximity to Residence | 17 | 9.50% |
| Other Reasons | - | - |

It is now safe to say that 'salaries and benefits' remains to be the top reason considered by respondents in staying on the job, for accepting the job even if it is not related to the course completed in college; and in changing job. This is to be expected since salaries and benefits among other factors are oftentimes

considered significant in deciding whether to accept the job or not.

## VI. Programs that Have the Highest Percentage of graduates Employed

**Table 26: Percentage of Employed Graduates per Program**

| Program | Employed | | Un-Employed | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| ADT | 8 | 80% | 2 | 20% |
| AET/AT | 42 | 84% | 8 | 16% |
| FPT/FSM | 12 | 60% | 8 | 40% |
| EET/ET | **53** | **88.33%** | **7** | **11.67%** |
| BS in Information Technology | 36 | **87.80%** | **5** | **12.20%** |
| BS in Electrical Technology & Management | 17 | 85% | 3 | 15% |
| BSE – Technology & Livelihood Education | 7 | 70% | 3 | 30% |
| BSIT major in Automotive Technology | 4 | 83.33% | 1 | 16.67% |
| Total | 179 | 82.87% | 37 | 17.13% |

Data presented in Table 26 above indicate that the programs that have the highest percentage of graduates employed are the follows: for the three-year Technician Program, the Electrical Engineering Technology/Electrical Technology (EET/ET) with 88.33%. This is followed by the Automotive Engineering Technology/Automotive Technology (AET/AT) at 84%; and for the degree program, the BS in Information Technology with 87.80% which is closed to the BS in Electrical Technology and Management at 85%. The EET/ET and the BS in Information Technology have the highest percentage of graduates employed have produced the most number of graduates since they have biggest student population or enrolment from 2001-2006 and 2007-2010 respectively.

## VII. Programs that Have the Highest Potentials for Highest Initial Earning

Data presented in Table 27 on the next page indicate the highest initial earning of respondents per program. The highest potential earning of a majority of respondents are as follos: P5,000.00 to less than P10,000.00 for ADT graduates (62.50%); for BSIT graduates (66.67); for EET/ET graduates (67.92%); and for FPT/FSM graduates (83.33%). This is expected since the minimum wage is above P5,000.00. P10,000 to less than P15,000.00 for BSE-TLE graduates; for AET/AT graduates (33.33%); for BS ETM graduates (58.82%); for BSIT-AT graduates (75.00%); and. P15,000.00 to less than P20,000.00 for BSE-TLE graduates (42.86%).

**Table 27: Highest Initial Earning per Program**

| Program | Employed Graduates | Below P5,000 | P5,000 to less than 10,000 | P10,000 to less than P15,000 | P15,000 to less than P20,000 | P20,000 to less than P25,000 | P25,000 above |
|---|---|---|---|---|---|---|---|
| ADT | 8 | | 5 (62.50) | 2 (25.00) | | | 1 (12.50) |
| AET/AT | 42 | | 20 (47.62) | 14 (33.33) | | | 8 (19.05) |
| FPT/FSM | 12 | | 10 (83.33) | 2 (16.67) | | | |
| EET/ET | 53 | | 36 (67.92) | 4 (7.55) | 4 (7.55) | 1 (1.89) | 8 (15.09) |
| BSIT | 36 | 2 (5.56) | 24 (66.67) | 6 (16.67) | | 2 (5.56) | 2 (5.56) |
| BS ETM | 17 | | 6 (35.29) | 10 (58.82) | | | 1 (5.88) |
| BSE-TLE | 7 | | 2 (28.57) | 2 (28.57) | 3 (42.86) | | |
| BSIT-AT | 4 | | 1 (25.00) | 3 (75.00) | | | |

Likewise, it also provides an idea as to which programs have the highest potential initial earning. The respondents who are currently working abroad indicated the highest initial earning, that is above P25,000.00. The others are as follows: for AET/AT

graduates (19.05%); for EET/ET graduates (15.09); for ADT graduates (12.50%); and BS ETM graduates (5.88%). The second indicated highest initial earning is P20,000.00 to less than P 25,000.00 by 5.56% of BSIT graduates and EET/ET graduate at 1.89%.

Finally, data in Table 27 also provide an idea as to which programs have the highest potentials for highest initial earning. The indicated highest earning for the three-year technician program is above P25,000.00 by 19.05% of the AET/AT and 15.09% of the EET/ET graduates respectively. While for the degree programs, the highest initial earning is above P25,000.00 by 5.88% of the BS ETM and 5.58% of the BSIT graduates respectively. Judging from these results, therefore, the programs that have the highest potential initial earning are as follows: for the three-year technician program, the EET/ET which ranks first; AET/AT ranks second; ADT ranks third; and FPT/FSM ranks fourth. While in the degree programs, the BSETM ranks first; BSIT ranks second; BSE-TLE ranks third; and BSIT-AT which rank fourth.

## VIII. About MPSC/MUST Jasaan Campus

The Table 28 on the next page shows the summary of the respondent perception of the question, 'do you think that the education you get from MPSC/MUST Jasaan Campus contribute to your success?'. The data reveal that majority of the respondents answer for *'strongly agree'* (53.70%); for 'agree' (31.13%); for undecided (5.66%); and for no comment (9.56%). No among the respondents answer 'disagree and strongly *disagree'* (0%). The grand of 4.10 indicate that majority of the respondents agree, that the education they get from MPSC/MUST contributed to their success in life.

**Table 28: Do you think that the Education you get from MPSC/MUST Jasaan campus contributed to your Success?**

| item | Rating | Frequency | Percentage |
|---|---|---|---|
| Strongly Agree | 5 | 116 | 53.70% |
| Agree | 4 | 67 | 31.02% |
| Undecided | 3 | 13 | 6.02% |
| Disagree | 2 | - | - |
| Strongly Disagree | 1 | - | - |
| No Comment | 0 | 20 | 9.56% |
| Mean | 4.10 | | |

**Table 29: Do you think that the Existence MPSC/MUST Jasaan Campus give an opportunity to the students seeking Higher Education?**

| Item | Rating | Frequency | Percentage |
|---|---|---|---|
| Strongly Agree | 5 | 124 | 57.41% |
| Agree | 4 | 61 | 28.24% |
| Undecided | 3 | 3 | 1.39% |
| Disagree | 2 | 0 | 0% |
| Strongly Disagree | 1 | 0 | 0% |
| No Answer | 0 | 28 | 12.96% |
| Mean | 4.04 | | |

Likewise, data in Table 29 above provide the information to answer the question 'Do you think that the existence of MPSC/MUST Jasaan Campus give an opportunity to the student seeking higher education?'. It shows that 57.41% of the respondents answer for *'strongly agree'; for agree* (28.24%); for undecided (1.39%); and for no comment (12.96%). The overall mean is 4.04, which implies that majority of the respondents agree that existence of MPSC/MUST Jasaan Campus gives opportunity the students seeking higher education.

**Table 30: Suggestion to Improve the Academic Program of MPSC/MUST**

| Suggestions | Frequency | Percentage |
|---|---|---|
| Improved/Provide Additional Equipment & Facilities | 195 | 90.28% |
| Provide More Actual Training and Workshop | 178 | 82.41% |
| Hiring of Competent/specialized Faculty | 87 | 40.28% |

| | | |
|---|---|---|
| Accreditation | 40 | 18.52% |
| Offer additional subjects like business, accounting, advanced technical subjects | 34 | 15.74% |
| Offering BS Program | 24 | 11.11% |
| Offer Additional Courses | 18 | 8.33% |
| Discipline the Students | 12 | 5.56% |
| Student speak English During Classes | 12 | 5.56% |
| No Comment | 7 | 3.24% |

Table 30 above provides the suggestion of the respondents on how to improve the academic programs of MPSC/MUST Jasaan Campus. The data reveal that *improved/provide additional equipment and facilities* top among the ten suggested areas of improvement at 90.28%.

This is followed by provide *more actual training and workshop* (82.41%) of which can be achieved if additional equipment and facilities will be provided to the University Campus. *Hiring of competent/specialized faculty* and *Offering BS program* (40.28%) comes third. This is expected because some of our graduates in the three-year Technician Program continued to the main campus for additional year in order to graduate a Bachelor's degree. This was already addressed starting 2006 when first batch of Bachelor's degree program graduated.

Another interesting result shows that the respondents see the importance of having quality education through the *accreditation* (18.52%). At present, two of the existing programs of MUST Jasaan Campus namely: the BS Information Technology and the BS Electrical Technology and Management passed the preliminary survey conducted by the Accrediting Agency for Chartered Colleges and Universities of the Philippines (AACCUP). By third quarter of 2015, the University campus is schedule for Level I for the BS Information Technology and BS Electrical Technology and Management while the BS Auto-Mechanical Technology will undergo the preliminary survey. Other suggestions were as follows: *offer subject like business accounting and advanced*

*technical subject (15.74%)*; *offer additional courses* (8.33%); *discipline the students and speak English during classes* (5.56%); and *no comment* (3.24%).

**Table 31: Reason Why Studied at MPSC/MUST Jasaan Campus**

| Reasons | Frequency | Percentage |
|---|---|---|
| A State College/University | 120 | 55.55% |
| Proximity to Residence | 156 | 72.22% |
| Affordable/Low Tuition Fees | 116 | 53.70% |
| Has Competent/Good Faculty | 89 | 41.20% |
| My Choice of Course is Offered | 95 | 43.98% |
| Accept Scholarship Grants | 105 | 48.61% |
| Program is comparable to Main Campus | 65 | 30.09% |
| Assured Employment | 143 | 66.20% |
| No Comment | 12 | 5.56% |
| Others (I Love it, I trust It and recommended by Parents & Friends | 25 | 11.57% |

Finally, Table 31 above provides the information pertains the reasons why studied at MPSC/MUST Jasaan Campus. The data show the *proximity to residence* (72.22%) top among reasons give by the respondents. This is expected since most of our students are coming from the nearby municipality of Jasaan. This is followed by *assured employment* (66.20%). This implies that the respondent really confident that they can find job after finishing a degree program at MPSC/MUST Jasaan Campus. A *state college/university* (55.55%) comes third. Remember that MPSC/MUST Jasaan Campus is the only state college/university located in the eastern part of Misamis Oriental offering science and technology programs. The fourth reason is *affordable/low tuition fees* (53.70%).

This is also expected since MPSC/MUST is a public institution where in as provided by law, the university should not charge more than the tuition fees of private institution offering the same program. Other reasons were as follows: accept scholarship grants (48.62%); my choice of score is offered (43.98%); has competent/good faculty (41.20%); others (11.57%); and no comments (5.56%).

## Conclusion

Based on findings of the study, the following conclusions were derived:

1. A majority of MPSC/MUST Jasaan Campus who participated as respondents in this study were married, male, above 30 years old, residing in Region 10, specifically from the province of Misamis Oriental.
2. A majority of the respondents came from the field of Electrical Engineering Technology/Electrical Technology. A small percentage of the respondents about 1.89% received scholastic honors during their college graduation and a quite number have passed the licensure examination given by the Professional Regulations Commission. They Attended trainings such as short term professional related training after graduation from college, not so much for promotion but for professional development. They find communication skills, critical thinking skills and problem solving very useful in their first job.
3. The MPSC/MUST graduates of SY 2000-2001 to SY 2009-2010 took the course they finished because they believe that the availability of course offering of the school; for prospect for immediate employment; and for affordability of the family to support their college education. They also considered the influence of parents and relative and opportunity for employment abroad.
4. With regards to employment situation of the respondents, a majority of them are employed although a number are not employed due to family concerns and that they decided not to find a job after graduation. Some are not currently employed since their contact ends and they are on the process of renewal or searching another job. The other reason are employed for advance study and got married after graduation. Those who are employed are mostly regular or permanent in their present or current job either

in technician and associate professional or as clerk. Most of the respondents work in companies or organizations that have to do with manufacturing, construction, electricity, gas and water supply and wholesale and retail trade; repair of motor vehicle, motorcycles and personal and household goods. A quite number of respondents work abroad.

For many of them, their current or present job is their present job which is related to the course they took in college. Most of them have been staying in their job for one year to less than two years now. Most of them got their job through walk-in application making them wait for one to six month in their job search. With initial gross monthly earning of P5,000.00 to less than P10,000.00, most of the employed graduates' job entry is the professional, technical or supervisory position and rank and clerical positions. The graduates believe that the course they completed in college is relevant on their current or present job.

5. The top reasons for the respondents to stay in the job, to accept the job even if they feel that the job is not related to the course completed in college, and to change job is salaries and benefits. They also mentioned career challenge and related to special skills.
6. With regards to programs that have the highest percentage of graduates employed, the programs are as follow: for the three-year technician program, the Electrical Engineering Technology/Electrical technology and Automotive Engineering Technology/Automotive Technology the first and the second rank respectively while for the degree programs, the BS Electrical Management and Technology and the BS Information Technology got the first and the second rank respectively.
7. The following programs have the highest potentials for highest initial earning: Engineering Technology/Electrical Technology and Automotive Engineering Technology/Automotive Technology the first and the second

rank respectively while for the degree programs, the BS Electrical Management and Technology and the BS Information Technology got the first and the second rank respectively.

8. With regards to question 'Do you think that the education you get from MPSC/MUST Jasaan Campus contribute to your success?' and 'Do you think that the existence of MPSC/MUST Jasaan Campus gives an opportunity to the students seeking higher education?', majority of the respondents answers strong agree. Although quite a number answers undecided and no comments. The top suggestion for the respondents on how to improve the academic program of MPSC/MUST Jasaan Campus is improved/provide additional equipment and facilities. This is followed by provide more actual training and workshop. They also mentioned hiring of competent/specialized faculty and accreditation. Finally, the top reason of the respondents on the question 'why you study at MPSC/MUST Jasaan Campus?' majority answers *proximity to residence*. This is followed by *assured employment*. Others are as follows: a state *college/university, affordable/low tuition fee* and *accept scholarship grant.*
9. MPSC/MUST graduates are employable. Likewise, it also justifies the contribution and existence of MPSC/MUST Jasaan Campus as a higher learning institution in the eastern part of Misamis Oriental

## 5.1 Recommendation

The following recommendations are made based on the importance of the data obtained from a study such as this:

1. That this Graduate Tracer Study be a regular activity of the MUST Jasaan Campus and a GTS be conducted when the time MUST produces its first graduates for the degree program in 2007 until 2014. This can be done by program in

order determine the viability of the its program in terms of employability;

2. That the GTS includes the respondents in the industry sector and employers to determine the extent of perceived mismatch of academic and technical preparation provided by educational institutions to student-clienteles and skills needed in the industry in order to come up with an industry based curriculum; and
3. The MUST administration should invest to the satellite campuses in terms of providing them with a state-of-the-art facilities and equipment, infrastructure and hiring of competent faculty to assure that the graduates from the satellite campuses can compete with other graduates from other HEI's and also in preparation of the ASEAN INTEGRATION 2015.

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