



RESEARCH ARTICLE

DESTINATION AND EMPLOYABILITY OF GRADUATES OF JRMSU: AN ANALYSIS

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ABSTRACT

Graduate tracer studies constitute an important tool for educational planners, as they provide valuable information for evaluating results of the higher education and training institutions. The study aimed to determine courses in demand by industry and organizations. The researchers utilized a modified survey questionnaire developed by the Office of Department of Labor and Employment and some of the items were taken from related studies served as the data gathering instrument. There were 566 graduates from the different satellite campuses of JRMSU involved in the study. They were drawn randomly from the final lists of 5503 graduates of the different academic program offerings from School Years 2010-2011 to 2013 - 2014. The findings of the study revealed that majority were females with good standing in terms of academic performance. Majority were employed as contractual workers. Most of the graduate's work in industries and organizations related to education, wholesale and retail trade, financial intermediation, manufacturing, and public administration. Majority of their current job is aligned to their bachelor's degree earned at JRMSU. Arts and Sciences had the highest percentage of employed graduates. However, in terms of graduates with highest initial earnings, Teacher Education, Criminology Studies, HRM and Tourism have the most employed. Graduate Tracer Study should be a regular activity of Jose Rizal Memorial State University on a college – wide level in all campuses.

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INTRODUCTION

Globalization and the increasing technological development have changed the ways of people and societies. More aptly, the famous corporate guru, Peter Drucker labeled practitioners in all fields as knowledge workers. Amidst the landscape, educational institutions are faced with a range of opportunities and challenges as the changing world and societies are bound to impact on education. Unarguably, good education is the foundation of a developed society. The belief that through it, the individual can improve his life and survive in today's dynamic and very competitive world can be achieved by equipping the individual with knowledge and skills necessary for his living. In this light, it is imperative that educational institutions go through a paradigm shift. One which requires fundamental changes of people the processes and the products. Simply stated, teachers to refer as the people involved in educating must adapt to the new age, adjust the process of education, in order to come up and create the best products or the best graduates and the best desirable outcome. In support to the objectives the study was conceived primarily to find out whether it's where the professionals land a job having

employment is a significant indicator that the goals and programs of the institution have relevance, and responsiveness. Tracer studies constitute one form of empirical study for appropriately evaluating the output of education and training system in relation to the labor market. It brings together certain basic types of information concerning the level of employment, unemployment and underemployment among graduates and provide indications of possible deficits in a given educational program offering. Through these scenarios, the Commission on Higher Education (CHED) heightened the call to conduct tracer studies of graduates of state colleges and universities in the country. Schomburg (2003) stressed that a tracer study would obtain information on: type of graduates who are most employable, academic experiences (competencies learned in college) that the graduates find very useful in the workplace, and personal academic background of graduates that can determine employability. The findings of tracer studies provide essential feedback not only concerning the relevance of the subjects in the different course program offerings but also the adequacy skill-wise and knowledge – wise of the graduates they produce (Rodriquez and Romillo, 2011). In Zamboangadel Norte, learning environments of higher education institutions took cognizance on the structure of their course programs. JRMSU, a member of higher

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education institutions, in its continuing reach for excellence give the best for the clientele submitted for accreditation. Furthermore, it tracked down graduates to be more strategic in developing its curricula, in designing program offerings, and faculty development. In addition, it measures the effectiveness or responsiveness of the degree programs where the graduates completed and identified the cluster of courses that the graduates found most useful in their workplaces. Jose Rizal Memorial State University produces more than a thousand of graduates yearly. These graduates help fill in the demands of local and national industries. It is necessary for JRMSU to keep track of its graduates so that it will continue to set up priorities and formulate relevant programs with. Thus, the researchers are hopeful that this study could be a valuable output offering in strengthening the policies and guidelines to attain relevance and responsiveness of the university's curricular offerings amidst the popular pressure for quality in education.

Significance of the Study: The graduate tracer survey was conducted in order to track down graduates in the marks of JRMSU System. It provided information on what type of program is most employable, the skills learned that are very useful on their work place. This also provided feedback to the administration concerning the course program in demand in the local, national and international perspective. Moreover, the endeavors call of the Commission on Higher Education (CHED) that every HEI's tracks down their graduate.

Objectives of the Study: This study aimed to determine the program offering currently in demand in the market and has met the requirements for employment. It also aimed to track employment of graduates in order to set up priorities and to formulate relevant programs in responding to the local, national and global standards and workplace.

Specifically, this study sought to determine the following:

1. The biographical characteristics of JRMSU graduates in terms of;
 - Age; and
 - Gender.
2. The academic performance the respondents achieved while in college?
3. The educational qualification of the respondents in terms of:
 - Highest Educational attainment;
 - Reasons for pursuing advanced studies
 - Honors or awards received; and
 - Licensure examination passed?
4. The employment status of respondents in terms of:
 - Current employment status;
 - Type of employment;
 - Reasons why not employed;
 - Skills or competencies found most useful in the job;
 - Employment destination;
 - Job search time;
 - Job level position;
 - Initial gross monthly income;
 - Relevance of course to the job; and
 - Job Satisfaction?

5. The program offering has commonalities in terms of employment of graduates by gender.

METHODS

This study utilized a descriptive survey technique intended to trace graduates from their school of origin to their job destination. A modified questionnaire designed and developed by the Department of Labor and Employment (DOLE) was used for the purpose of achieving the objectives. There were about ten percent (566 out of 5503) graduates of JRMSU System from SY 2010-2011 to SY 2013-2014 who were utilized as respondents of the study. The respondents were limited to undergraduate student alumni. The respondents of the study personally accomplished the survey form sent to them either through snail mail, email, contact persons or personal interview. Telephone or cellular phone was used to interview respondents and to verify the information reflected in the survey form. The quantitative data obtained were subjected to statistical tests such as frequency count, percentage, ranking and mean.

RESULTS AND DISCUSSION

Profile of Graduates: Majority (51.41%) of the graduate belong to the age bracket 22 to 24 years old. While about 162 or 28.62% of the graduates were 19 to 21 years old. Only few (0.88%) of them belonged to the 28 years old and above bracket. This shows that majority of the graduates finished their course within four years' time in college. The findings conformed to the study of Campoy and Maratas (2012) which revealed that majority of the graduates belonged to the age bracket 19 – 23 years old. They also found that only few were within the 27 year old and above bracket. As presented in the Fig. 1, the graduates were mostly females (50.88%) as compared to their male counterpart (49.22%). The data shows that female population outnumbered than males. Campoy and Maratas (2012) and Mercado (2010) corroborated the present findings. As they revealed that majority of graduates were females from SY 2005 – 2006 to 2009 – 2010. Thus, females were mostly interested to pursue their education than males.

Academic Performance of Graduates: The academic performance of the graduates' respondents is presented in Figure 2. Majority of the graduates (62.90%) earned a Grade Point Average bracket of 2.00 – 1.60 respectively. This is described as Good. While only few (5.12%) belong to the GPA bracket of 1.50 – 1.00. It is described as Very Good to Excellent performance. The result indicates that majority of JRMSU graduates performed well in their academic subjects when they were still studying in their respective course. Moreover, most of them while studying in JRMSU were scholars and with that graduate was required to maintain their grade as stipulated in the criteria of their respective availed scholarship. Campoy and Maratas (2012) corroborated the present findings. Results revealed that majority of graduates whose performance was good has a GPA of 1.94. Further, it was evident that the graduates performed well while they were enrolled in their baccalaureate degrees.

Highest Educational Attainment of Graduates and Reasons to Pursue: Highest educational attainment of graduates covered in this study is referred to graduates who pursued further studies after their baccalaureate degrees.

Table 1. Profile of Graduates as to Age

Age Bracket	Frequency	Percent
19 – 21	162	28.62
22 – 24	291	51.41
25 – 27	108	19.08
28 and Above	5	0.88
Total	566	100.00

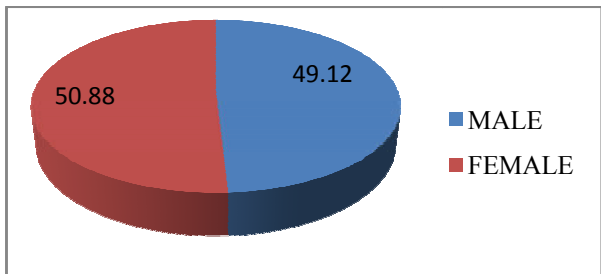


Figure 1. Profile of Graduates as to Gender

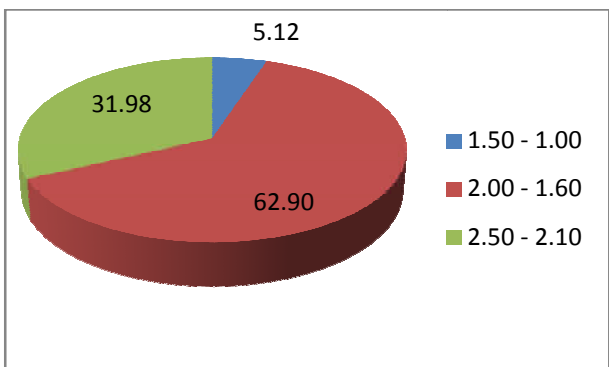


Figure 2 GPA of Graduates

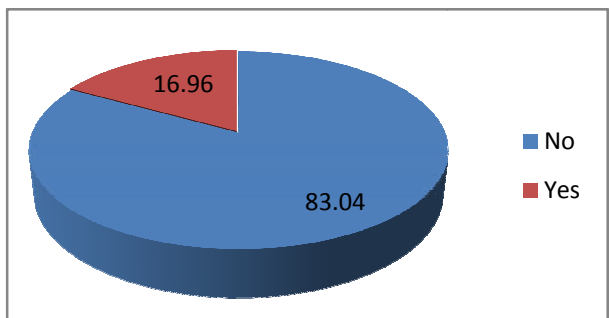


Figure 3. Percentage of Graduates Pursue Further Studies

Fig. 3 portrays a percentage of graduates who pursued graduates studies. As reflected in the figure only few of them (16.96%) continued further studies. In other words, approximately 2 out of 10 graduates pursued masteral or other programs. Of those who continued their studies, professional growth development is the number one reason in the pursuit of studies as shown in Fig. 4. Some of them also believed that a graduate degree is a passport to be promoted to higher ranks in their organizations.

Honors/Awards Received: Presented in Figure 5 is the percentage of graduates of JRMSU with and without honors or awards as they graduated in their respective degrees. There were only 6.54% of the total respondents who participated in the survey who received honors or awards. Of those who received, 2.70% were Magna Cum Laude, 16.22% Cum Laude, and 81.08% recipient of other awards (such as service awards, loyalty awards, etc.).

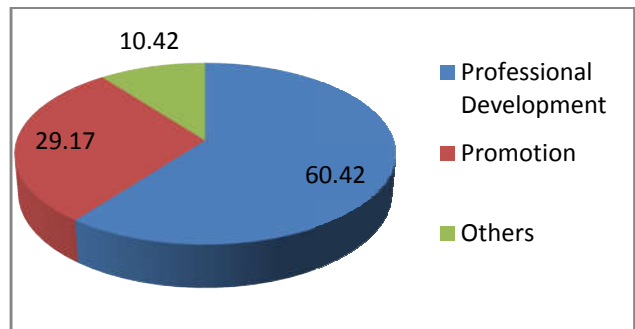


Figure 4. Reasons to Pursue Further Studies

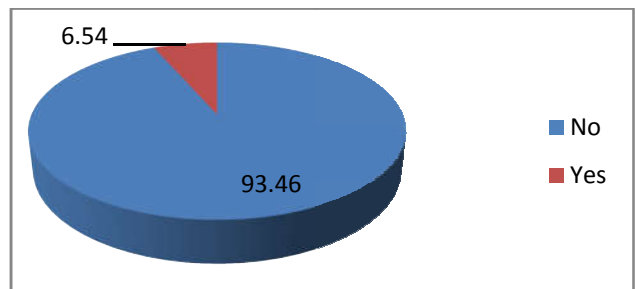


Figure 5. Percentage of Graduates with and without Honors

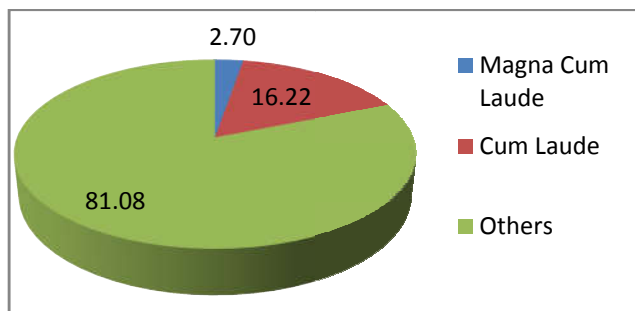


Figure 6. Percentages of Graduates Received Honors/Awards

The study of Campoy and Maratas (2012) supported the present findings, which revealed that, only 0.44% of the JRMSU graduates were recipient Magna Cum Laude, 5.7% were Cum Laude honorees. Furthermore, the findings revealed that about 18.86% of the alumni received scholastic honors and majority were graduates of teacher education program.

Number of Passers in PRC Exam: The number and percentage of Passers of JRMSU graduates who took the Professional Regulation Commission Examination (PRC) are presented in Table 2. Majority of the passers were graduates of Bachelor of Science in Nursing (90.91%), followed by Midwifery (72.22%), engineering (60.87%), education (51.55%), criminology (44.16%) and lastly accountancy (20.0%). Recently the JRMSU Nursing graduate is one of the toppers in the nursing board exam given by Professional Regulation Commission (PRC) last 2014. The data provided sufficient evidence to conclude that graduates of the BS Nursing obtained the highest percentage of passers while the graduates of accountancy were on the least. This means that, for every 10 graduates who take a PRC examination; only 2 graduates become Certified Public Accountant (CPA).

Employment Status of Graduates: There are ten (10) clustered programs included in the survey. In the list, 83.33% employed graduates came from the Arts and Sciences. This is followed by Engineering programs with 64.29% of the graduates are employed. Computer and information technology

studies ranked third with 63.49%, Business and Accountancy with 62.30% and Tourism and HRM with 59.26% are employed ranked fifth as of December 2014. Although graduates from BSN registered a higher percentage of passers, but it has the lowest percentage (38.00%) of graduates employed. This means that approximately 3 or 4 out of 10 graduates are employed after graduation. This implies that market demand for graduates in Nursing and Allied Health Sciences programs is low as compared to the opportunity of other program offerings in JRMSU System. In addition, the graduates in teacher education programs have more than one-half (56.00%) employment. Thus, a teacher education program continues to be in demand in the local and national arena. Expectedly, this is the situation as there is a growing population of learners especially with the 4 P's program of government where funds for education are now available to the poor through DSWD.

Reasons for Non Employment: Of the unemployed graduates, majority (79.76%) was never employed yet and is presently finding a job. There were 20.24% who resigned and laid off during the period of the survey. During the interview, it was revealed by 40.08% that there was no job opportunity available along their field. While 34.01% disclosed that they did not at all put effort to find a job as they are still taking time to rest after 4 years in school.

Skills Most Found Useful In Their Job: Respondents, in general, acknowledged that skills posited positive contribution in their current career. Fig. 7 presents the skills acquired and developed among graduates when they were still in JRMSU. They found these skills very useful in their current profession. Majority (51.72%) of the graduates admitted that human relation ranked as most useful skills to the graduates in their present job. Coming closely is communication skill. This is based on the response of 31.35% graduates was the next useful skills. Information technology skills were the next useful skills based on the responses of 16.30% graduates. But the least useful skill to the graduates in their job was the entrepreneurship skill; this was identified by only 4.39% of the graduates. This means that regardless of the course, human relation is most called for in workplaces. This implies that establishing rapport through reach and warmth are among qualities that should be developed among graduates because interpersonal relationship is a function of every professional.

Employment Destination of Graduates: Majority (97.19%) of the graduates landed a job locally, while only few were employed in other countries (2.81%). For Maritime Education there were 2 *Marine Transportation* and 2 *Basic Seaman*; for Tourism and HRM programs (2 *BST* & 2 *BSHRM*), and for Nursing Department (1 *BSN*), these aforementioned were able to produce graduates with employment abroad. This is indicated in Fig. 9. This means that there are 3 or 4 for every ten (10) graduates who migrated to other region to find greener pasture.

Status and Present Position of Graduates: Among respondents who are currently employed, mostly (31.97%) are contractual; 28.21% are regular or permanent; 23.8% are casual; 15.99% are temporary; and 1.25% is self-employed. In terms of position in the job, it revealed that majority (65.2%) were traders, related workers and others position held by the respondents.

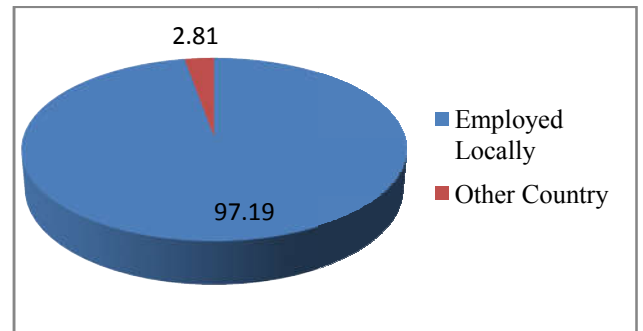
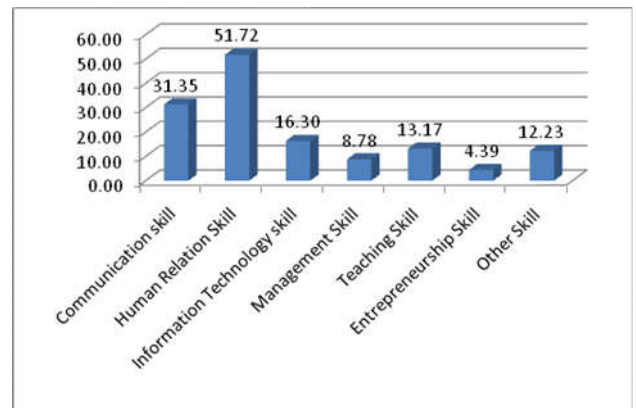


Figure 8. Employment Destination of Graduates

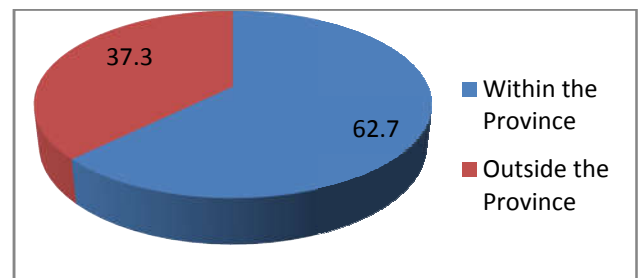


Figure 9. Place of Work of Graduates

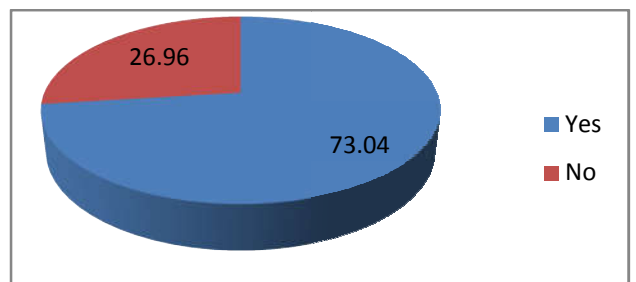


Figure 8. Graduates' Job related to their course

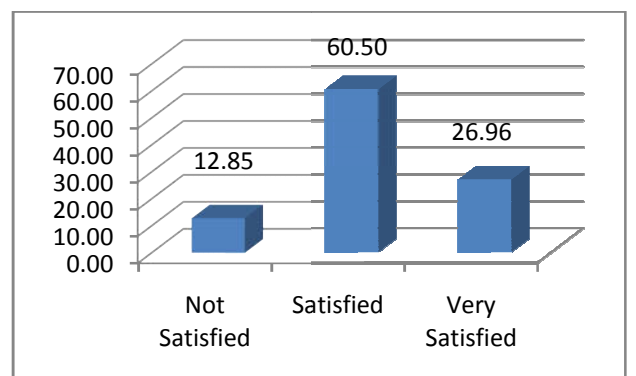


Figure 9. Satisfaction of Graduates to their Job

Table 2. Number and Percentage of Passers on PRC exam

Type of PRC Exam	No. of Passers	Percent
LET(n=97)	50	51.55%
Licensure Exam in Criminology(n=77)	34	44.16%
Certified Public Accountant(CPA) (n=5)	1	20.00%
Engineer (Mare, EE, ECE, CE, Comp Eng, Agri. Eng.) (n=23)	14	60.87%
Nursing(n=22)	20	90.91%
Midwifery(n=18)	13	72.22%
Total	132	23.32%

Table 3. Reasons for Non Employment

Reasons	Unemployed Status		Total
	Never been employed	Lay off	
Family concern and decided not to find a job	5(2.02)	3(1.22)	8(3.24)
Advance or further study	3(1.22)	-	3(1.22)
Lack of work experience	4(1.62)	33(13.36)	37(14.98)
Health related reason(s)	2(0.81)	14(5.67)	16(6.48)
Did not look for a job	84(34.01)	-	84(34.01)
Others: (No job opportunity	99(40.08)	-	99(40.08)
Total	197(79.76)	50(20.24)	247(100.00)

Table 4. Current Employment Status of Graduates by program

Programs		Employed (%)	Unemployed (%)	
<i>Arts and Sciences</i>	ABEnglish(n=3)	2(66.67%)	1(33.33%)	
	ABMasscom(n=2)	2(100.00%)	-	
	ABPolSci(n=7)	6(85.71%)	1(14.29%)	
	Total(n=12)	10(83.33%)	2(16.67%)	
<i>Business And Accountancy</i>	BSA(n=5)	2(40.00%)	3(60.00%)	
	BSAT(n=10)	7(70.00%)	3(30.00%)	
	BSBA(n=20)	11(55.00%)	9(45.00%)	
	BS Entrep Mng't(n=2)	2(100.00%)	-	
	BS Info Mng't (n=7)	2(28.57%)	5(71.42%)	
	BSMA(n=12)	10(83.33%)	2(16.67%)	
	BSMIS(n=5)	4(80.00%)	2(20.00%)	
	Total(n=61)	38(62.30%)	23(37.70%)	
<i>Teacher Education</i>	BEED(n=60)	33(55.00%)	27(45.00%)	
	BSED(n=15)	9(60.00%)	6(40.00%)	
	Total(n=75)	42(56.00%)	33(44.00%)	
<i>Computer and Information Technology studies</i>	AIT(n=20)	11(55.00%)	9(45.00%)	
	BSIT(n=13)	8(61.54%)	5(38.46%)	
	Comp Tech(n=37)	22(59.46%)	15(40.54%)	
	Com Sci(n=56)	39(69.64%)	17(30.36%)	
<i>Engineering Studies</i>	Total(n=126)	80(63.49%)	46(36.51%)	
	BSCE(N=4)	3(75.00%)	1(25.00%)	
	BS Comp Eng(4=)	3(75.00%)	1(25.00%)	
	BSECE(n=2)	1(50.00%)	1(50.00%)	
	BSEE(N=4)	2(50.00%)	2(50.00%)	
	Total(n=14)	9(64.29%)	5(35.71%)	
	<i>Agriculture Studies</i>	AgriBusi(n=3)	1(33.33%)	2(66.67%)
		BAT(n=4)	4(100.00%)	-
		BSagri Eng(n=4)	2(50.00%)	2(50.00%)
		BSAgri(n=11)	6(54.55%)	5(45.45%)
BSagri Bus(n=2)		1(50.00%)	1(50.00%)	
BSagri Ed(n=6)		5(83.33%)	1(16.67%)	
BS Forestry(n=2)		2(100.00%)	-	
Cert Agri Sci(n=9)		1(11.11%)	8(88.89%)	
Dip Agri TEch(n=5)		1(20.00%)	4(80.00%)	
Total(n=46)		23(50.00%)	23(50.00%)	
<i>Nursing and Allied Health Sciences Studies</i>		AMDNA(n=10)	3(30.00%)	7(70.00%)
		BSN(n=22)	11(50.00%)	11(50.00%)
		Mid Wifery(n=18)	5(27.78%)	13(72.22%)
	Total(n=50)	19(38.00%)	31(62.00%)	
<i>Criminology studies</i>	BS Crim(n=77)	36(46.75%)	41(53.25%)	
<i>Tourism and Hotel and Restaurant Management Studies</i>	BST(n=8)	5(62.50%)	3(37.5%)	
	BSHRM(n=73)	43(58.90%)	30(41.10%)	
	Total(n=81)	48(59.26%)	33(40.74%)	
<i>Maritime Education Studies</i>	BSM are(n=1)	1(100.00%)	-	
	Mar Trans(n=11)	7(63.64%)	4(36.36%)	
	Basic Seaman(n=12)	6(50.00%)	6(50.00%)	
	Total(n=24)	14(58.33%)	10(41.67%)	
Total	n=566	319(56.36%)	247(43.64%)	

Table 5. Status of Employed Graduates and Present Position

Status	Present Position				Total
	Rank-and-File	Supervisory level	Managerial level	Others	
Regular/Permanent	45(14.1%)	12(3.8%)	6(1.88%)	27(8.5%)	90(28.21%)
Temporary	24(7.5%)	-	-	27(8.5%)	51(15.99%)
Contractual	26(8.1%)	-	-	76(23.8%)	102(31.97%)
Self-employed	-	-	2(0.63%)	2(0.63%)	4(1.25%)
Casual	-	-	-	72(23.8%)	72(23.8%)
Total	95(29.7%)	12(3.8%)	8(2.51%)	208(65.2%)	319(100.0%)

Table 6. Job Waiting Time of Graduates after Graduation

Programs	Waiting Time			Total
	<6mos.	6mos. To 1yr	1yr to 2 yrs	
Arts and Sciences	2(0.63%)	5(1.56%)	3(0.94%)	10(3.13%)
Business And Accountancy	4(1.25%)	25(7.81%)	9(2.81%)	38(11.9%)
Teacher Education	6(1.88%)	21(6.56%)	15(4.69%)	42(13.13%)
Computer and Information Technology studies	12(3.75%)	54(16.88%)	14(4.38%)	80(25.00%)
Engineering Studies	1(0.31%)	5(1.56%)	3(0.94%)	9(2.81%)
Agriculture Studies	5(1.56%)	9(2.81%)	9(2.81%)	23(7.19%)
Nursing and Allied Health Sciences Studies	2(0.63%)	13(4.06%)	4(1.25%)	19(5.94%)
Criminology studies	10(3.13%)	20(6.25%)	6(2.19%)	36(10.31%)
Tourism and Hotel and Restaurant Management Studies	2(0.63%)	32(10.00%)	14(5.00%)	48(15.63%)
Maritime Education Studies	-	6(1.88%)	8(2.50%)	14(4.38%)
Total	44(13.79%)	190(59.56%)	85(26.65%)	319(100.00%)

Table 7. Highest Initial Earnings of Graduates per Program

Programs	Monthly Income						Total
	Php 3,000 below	Php 3001 to Php 6,000	Php 6,001 to Php 9,000	Php 9,001 to Php12,000	Php 12,001 to Php15,000	Above Php 15,000	
Arts and Sciences	-	1(0.31%)	4(1.25%)	2(0.63%)	-	3(0.94%)	10(3.13%)
Business And Accountancy	-	11(3.45%)	13(4.08%)	7(2.19%)	2(0.63%)	5(1.56%)	38(11.9%)
Teacher Education	-	16(5.02%)	6(2.19%)	4(1.25%)	2(0.63%)	14(5.00%)	42(13.13%)
Computer and Information Technology studies	-	38(11.91%)	25(7.81%)	7(2.19%)	3(0.94%)	7(2.19%)	80(25.00%)
Engineering Studies	-	-	4(0.63%)	1(0.31%)	2(0.63%)	2(0.63%)	9(2.81%)
Agriculture Studies	-	5(1.57%)	10(3.13%)	2(0.63%)	1(0.31%)	5(1.56%)	23(7.19%)
Nursing and Allied Health Sciences Studies	-	6(1.88%)	5(1.56%)	1(0.31%)	2(0.63%)	5(1.56%)	19(5.94%)
Criminology studies	-	13(4.08%)	9(2.81%)	1(0.31%)	2(0.63%)	11(3.45%)	36(10.31%)
Tourism and Hotel and Restaurant Management Studies	-	17(5.33%)	9(2.81%)	3(0.94%)	7(2.19%)	12(3.76%)	48(15.63%)
Maritime Education Studies	-	3(0.94%)	5(1.56%)	1(0.31%)	2(0.63%)	3(0.94%)	14(4.38%)
Total	-	112(35.11%)	88(27.59%)	29(9.09%)	23(7.21%)	67(21.00%)	319(100.00%)

Waiting Time of Graduate to Land a Job: The time gap experienced by graduates between graduation and their first employment over a period 2010-2011 to 2013-2014 is depicted in Table 6. Majority of respondents (59.56%) were employed six (6) months to one year, 13.79% of the graduates were less than six months and 26.65% of them are one year to 2 years. This is attributed to the fact that most companies or agency do not offer employment to new graduates until the PRC results are released. Particularly for those graduates which are board courses it takes quite a while for a graduate to find employment, many start looking for employment after graduation for about less than six months. The study revealed that in general, it took six months to two years for the near-totality of graduates (86.21%) to secure a job, irrespective of the field of study.

Initial Earnings of Graduates: Most (35.11%) of the graduate had an initial earning between Php3001 to Php 6,000. Some 27.59% cited between Php6,001 to less than Php9,000; 9.09% with initial earnings between Php9,001 to less than Php12,000; while 7.21% of the graduates with initial earnings between Php12,001 to less than Php15,000 and lastly 21.00% of them with income above Php15,001.

Therefore, it can be deduced from these data that the average initial gross monthly earning of graduates in their employment after college is Php3000 and less than Php 9,000 this figure is in accordance with the regional minimum wage.

Relevance of the Job to the Course Completed: Majority (73.04%) of the graduates believed that their course is aligned with their current job. While only 26.96% admitted that their current jobs were not relevant with their course in college as presented in Fig. 8. Their present job was the only available for them at the time of their application. Other reasons included their in capability to compete with other graduates from other colleges or universities in the same field. Thus, it is recommended that trainers/educators in the various field must kept-up-to date to what is relevant in the market in order for the academe to deliver and give the full satisfaction and great confidence to the clientele.

Graduates' Satisfaction to their Present Job: Among the graduates who landed with jobs, majority (60.50%) were just satisfied with their current employment condition. While 26.96% indicated that they were highly satisfied. Conversely, about 12.85% were not satisfied.

Table 8. Profile of Employed Graduates by Gender

Programs		Gender	
		Male(%)	Female(%)
Arts and Sciences	ABEnglish(n=2)	1(10.0%)	1(10.0%)
	ABMasscom(n=2)	-	2(20.00%)
	ABPolSci(n=6)	2(30.0%)	4(30.0%)
	Total(n=10)	3(30.0%)	7(70.0%)
Business And Accountancy	BSA(n=2)	1(2.63%)	1(2.63%)
	BSAT(n=7)	2(5.26%)	5(13.16%)
	BSBA(n=11)	4(10.53%)	7(18.42%)
	BSEntrepMng't(n=2)	-	2(5.26%)
	BSInfoMng't(n=2)	1(2.63%)	1(2.63%)
	BSMA(n=10)	1(2.63%)	9(23.68%)
	BSMIS(n=4)	1(2.63%)	3(7.89%)
Teacher Education	Total(n=38)	10(26.32%)	28(73.68%)
	BEED(n=33)	11(26.19%)	22(52.38%)
	BSED(n=9)	3(7.14%)	6(14.29%)
	Total(n=42)	14(33.33%)	28(66.67%)
Computer and Information Technology studies	AIT(n=11)	7(8.75%)	4(5.00%)
	BSIT(n=8)	7(8.75%)	1(2.38%)
	CompTech(n=22)	12(15.00%)	10(12.50%)
	ComSci(n=39)	22(27.50%)	17(21.25%)
	Total(n=80)	48(60.00%)	32(40.00%)
	Engineering Studies	BSCE(N=3)	2(75.00%)
BSCCompEng(n=3)		2(75.00%)	1(25.00%)
BSECE(n=1)		1(50.00%)	-
BSEE(n=2)		2(50.00%)	-
Total(n=9)		7(77.78%)	2(22.22%)
Agriculture Studies		AgriBusi(n=1)	1(4.35%)
	BAT(n=4)	3(13.04%)	1(4.35%)
	BSagriEng(n=2)	1(4.35%)	1(4.35%)
	BSAgri(n=6)	5(21.74%)	1(4.35%)
	BSagriBus(n=1)	1(4.35%)	-
	BSagriEd(n=5)	2(8.70%)	3(13.04%)
	BSForestry(n=2)	1(4.35%)	1(4.35%)
	CertAgriSci(n=1)	1(4.35%)	-
	DipAgriTEch(n=1)	1(4.35%)	-
	Total(n=23)	16(69.57%)	7(30.43%)
	Nursing and Allied Health Sciences Studies	AMDNA(n=3)	1(5.26%)
BSN(n=11)		4(21.05%)	7(36.84%)
MidWifery(n=5)		1(5.26%)	4(21.05%)
Total(n=19)		6(31.58%)	13(68.42%)
Criminology studies	BSCrim(n=36)	31(86.11%)	5(13.89%)
Tourism and Hotel and Restaurant Management Studies	BST(n=5)	1(2.08%)	4(8.33%)
	BSHRM(n=43)	17(35.42%)	26(54.17%)
	Total(n=48)	18(37.50%)	30(62.50%)
Maritime Education Studies	BSMare(n=1)	1(7.14%)	-
	MarTrans(n=7)	7(50.00%)	-
	BasicSeaman(n=6)	6(42.86%)	-
	Total(n=14)	14(100.00%)	-
Total	n=319	167(52.35%)	152(47.65%)

Graduates dissatisfaction attributed to the fact that their jobs were not related to their course. The present findings is corroborated with the study of Regmi (2006) which revealed that majority (53%) of the respondents were satisfied with their current job. Moreover, 36% reported that they were highly satisfied. They added further that few Urban Environmental Management (UEM) graduates were not satisfied and even less reportedly being highly unsatisfied with their current jobs.

Which of the program offerings have commonalities in terms of employed graduates by gender?: Majority (52.35%) of the graduates employed were males presented in Table 8. These graduates graduated from the following program namely; Maritime Education, Criminology, Engineering Studies, Agriculture Studies, and Computer and Information Technology Studies respectively. There were about 47.65% females who were employed. These included Business and Accountancy, Arts and Sciences, teacher education, Nursing and Allied Health Sciences, Tourism and Hotel and restaurant management program respectively. This means that courses which emphasize strength, power and

novelty are dominated by males while course which show expression of care, love, appreciation and human development are female dominated.

CONCLUSION

The graduate tracer study provides perspective on the level of employment and destination of graduates after receiving their baccalaureate degree. The findings may provide basis for planning and upgrading facilities, manpower and other resources relevant to the demand of the country as far as education quality is concerned. Based on the aforementioned findings, the following conclusions were derived. A majority of JRMSU graduates who participated as respondents in this study were female, aged 22 to 24 years old, with GPA 2.0 to 1.60. A majority of respondents come from the field of computer and information technology studies. A small percentage of graduates received scholastic honors during their college graduation and a number have passed the licensure examinations given by the Professional Regulation Commission. They attended training such as advanced studies

and graduate program after graduation from college, not so much for promotion but for professional development. They find human relation skills as well as communication skills very useful in their job. As regard to employment status of the respondents, majority of them are employed. A number who have no works decided not to find one. Some admitted that there was no job opening in their field available after graduation. Those who are employed are mostly contractual in their present job. Most of the respondents work in companies or organization that have to do with education, wholesale and retail trade, financial intermediation, and manufacturing services. Further few respondents worked abroad. For many of the respondents, their current or present jobs are related to the course they obtained in college. Most of them are employed and landed on their job through direct application making them wait for six months to one year. Mostly graduates initial gross monthly earning was at Php3000 to less than Php9000. Most of the job entry level is that of rank or clerical position although quite a number were hired as supervisor to managerial positions.

Recommendation

From the foregoing findings and conclusions, the following recommendations are made based on the importance of the data obtained from a study. It is hereby recommended that the Graduate Tracer Study be a regular activity of Jose Rizal Memorial State University System and that this Study be conducted on a college-wide level in all campuses. Further GTS conducted and included the industry sector and employers as respondent to determine the extent of perceived mismatch of academic and technical preparation provided by educational institutions to student-clienteles and the skills needed in the industry. It is also recommended that relevant seminars and training along the identified most needed skills be given in their respective course. And that the students are exposed to real laboratory to be able to participate and experience actual situation in the field.

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