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Employability of the Bachelor of Science in Industrial Technology Graduates of Naval State University- Main Campus, Naval, Biliran, Philippines

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Abstract:- Thisstudy aimedto determine the employability of the graduates in Bachelor of Science in Industrial Technology of Naval State University. The descriptive survey method was used to collect data from 134 respondents. Most of the respondents were single, male dominated, with age range from 21-25 years old and were from the Municipality of Naval. It was also found that the respondents graduated in the School Year 2012-2013; most of them received honors and awards, with technical skills, TESDA NC II passers, the availability of the course offering in the chosen institution is their main reason in taking the course and they also had attended training and seminars not related to the acquired skills. Their nature of employment reveals: staying in the first job from one year to less than two years; searching for the first job ranged from 1 year to less than 2 years; rank/clerical for the job level position and only few transferred to another job and their monthly income fell under the range of P5,000 to P10,000 pesos. The graduates preferred to work locally or within the country. Proximity to residence is the reason for staying in the first job and family is the reason for changing the first job after college. It is recommended that further studies be conducted in a larger scope to generate optimum result and findings.

Keywords:- Employability of the graduates, Bachelor of Science in Industrial Education, Technical Skills, Naval State University

I. INTRODUCTION

A pressing concern in higher education is the employability of graduates. Higher education institutions are turning out too many graduates every year. Aside from the issue of low absorptive capacity of the labor market, the quality of graduates is also an issue (Habalo, 2016).

According to Yorke (2013) as cited by Habalo (2016), the challenge is for Higher Education Institutions to determine the relevance of curricular programs and their potential job marketability. Research-based approaches and strategies should be established to provide students a set of achievements, skills, understanding, and personal attributes that make them more likely to gain employment and be successful in their chosen occupations which benefit themselves, the workforce, the community, and the economy.

The image of tertiary education institution in the Philippines is most likely tied to its reputation of producing excellent graduates who easily land a job after graduation. Graduate Tracer Studies are common research methods for these educational institutions to check on the employability of their recent graduates.

A survey of the Naval State University technology graduate students is important for the Institution to determine the effectiveness of its academic programs and quality of education as can be seen from the employment status of these graduates. Feedback from students is needed for the management to be guided in planning, developing and implementing policies, providing facilities and services. There is a dearth of studies conducted in this aspect so this present study would bridge the gap in addressing this issue.Tracer studies serve as important tools within tertiary institutions, providing information for reflection to enhance future institutional development. The synergy between course structures and the working world is undergoing change at a rapid pace.to keep us up to date with the demands of the work environment, course providers require the essential feedback from their previous students to encourage reflection and analysis of relevant course material and/or adaptation of courses on offer to make them more current, meaningful and worthwhile. The new paradigm for higher education stresses, among other things, the need of institutional autonomy with accountability. Higher education institutions need to be concerned with the ultimate disposition and success of their graduates in order to ensure that their educational products are consistent with both student and ultimately employer needs (National Higher Education and Institution (2001). Based on statistical data available in the school, some of the

graduates of NSU have jobs not related to their field of specializations. Some graduates were employed as drivers, police officers, sales agents and some did not even have jobs at all. Oddly, the jobs these graduates were doing are not in line to the course they had graduated.

The foregoing situation motivated the researcher to conduct a tracer study on the effectiveness of employment status of the graduates of Naval State University.

II. OBJECTIVES OF THE STUDY

This study aimed to determine the employment status of the graduates of Naval State University.Specifically, it sought to answer the following objectives:

1. Determine the personal background of the respondents in terms of:civil status, sex, age; and place of origin.
2. Find out the educational background of the respondents in terms of:
   degree and specialization, year of graduation, honors or awards receive, professional skills, professional examination passed, and reason for taking the course.
3. Determine the trainings/seminars attended the respondents after their graduation;
4. Ascertain the employment status of the respondents in terms of:

status employment,occupation,reasons for non-employment, skills acquired in college applied in the job, major line of business of the company presently employed, place of work,nature of employment, relevance of curriculum to the first job, and competencies learned in college useful in the first job

Theoretical/Conceptual Framework of the Study

This study takes hold of the following theoretical and conceptual framework as its main and solid foundation in the due course of its proceedings.

Theoretical framework.Herzberg's theory concentrates on the importance of internal job factors as motivating forces for employees. He designed it to increase job enrichment for employees. Herzberg wanted to create the opportunity for employees to take part in planning, performing, and evaluating their work. He suggested doing this by: removing some of the control management has over employees and increasing the accountability and responsibility they have over their work. This would in turn increase employee autonomy, authority and freedom. Create a complete and natural work units where it is possible. An example would be allowing employees to create a whole unit or section instead of allowing them to create a part of it. Providing regular and continuous feedback on productivity and job performance directly to employees instead of through supervisors. Encouraging employees to take on new and challenging tasks and becoming experts at a task.

Frederick Herzberg Motivation-Hygiene Theory, also known as the *Two factor theory* of job satisfaction theorized that people are influenced by two sets of factors the motivator-hygiene theory. Hygiene factors are those job factors which are essential for existence of motivation at workplace. Hygiene factors are needed to ensure an employee is not dissatisfied. Motivation factors are needed to motivate an employee to higher performance.

Conceptual framework. The study mainly aimed to finding out the Employability of the Bachelor of Science in Industrial Technology Graduates of Naval State University.

The dependent variable focused on socio-demographic profile of the respondents; whereas, the independent variable concerned on the employment data of the graduates. The results generated would serve as bases in designing an Action Plan to enhance the BSIT program offering of the university.

The schematic diagram of the conceptual framework of the study is presented in figure 1.

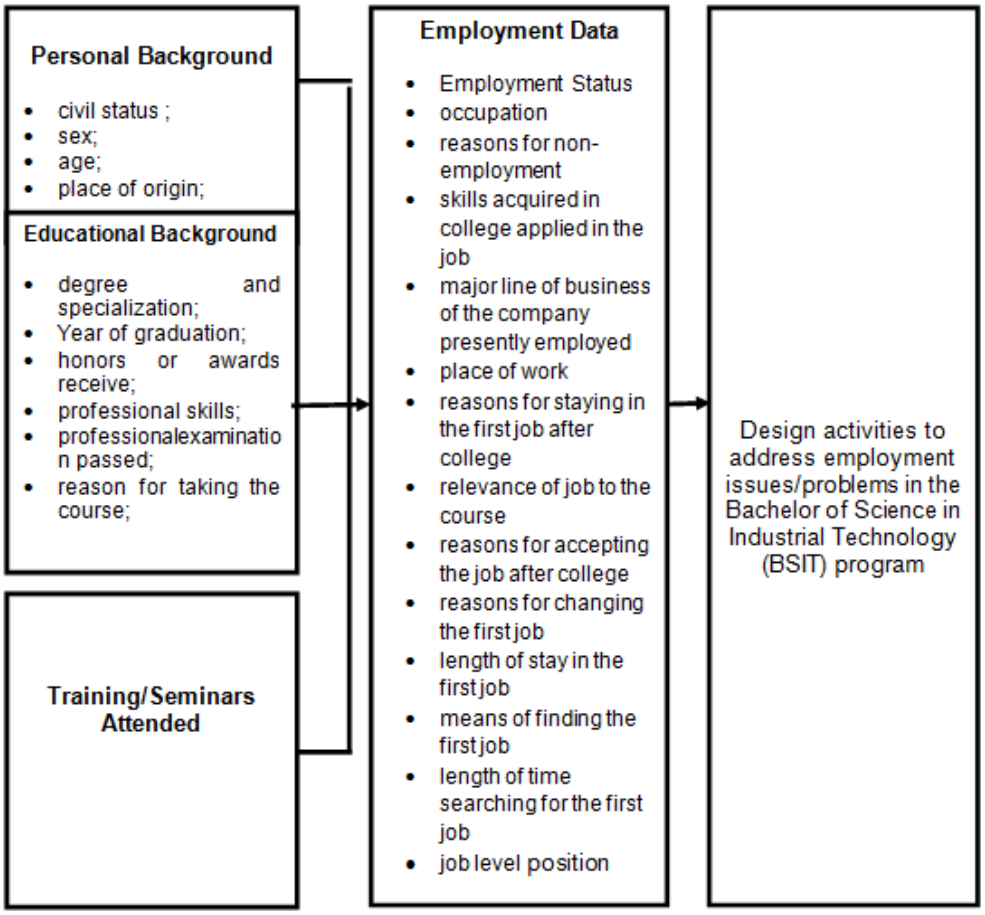

Figure 1. The Conceptual Framework of the Study

III. METHODOLOGY

The study utilized the descriptive survey method. This research design is appropriate in the sense that it only described the characteristics involved the description, recording, analysis and interpretation of the subjects' characteristics and its prevailing event. In this study, only the personal background, educational background, training and the employment status of the respondents were described.

The subjects of the study were the graduates of Bachelor of Science in Industrial Technology of Naval State University from SY: 2007-2013.

In this study, the researcher considered as many respondents as possible by utilizing convenience sampling. Of the 216 graduates in SY 2007-2013, 134 or 62 percent of the total graduates were taken as respondents of this study. Table 1 presents the distribution of respondents according to year level and the degree of specialization.

Table 1 Distribution of Respondents

Degree of Specialization	School Year Graduated						Total
	2007-'08	2008-'09	2009-'10	2010-'11	2011-'12	2012-'13	
Automotive	2	2	3	4	4	5	20
Cosmetology	2	1	1	0	0	0	4
Drafting	1	1	1	1	1	3	8
Electricity	2	3	3	4	3	6	21
Electronics	2	2	1	2	2	3	12
Garments	3	3	2	0	1	0	8
Foods	9	10	5	4	11	10	49
RAC	2	1	1	5	1	2	12
TOTAL	22	23	17	20	23	29	134

This study was conducted in the eight (8) municipalities of Biliran Province where the Bachelor of Science in Industrial Technology graduates reside.

The survey questionnaire, adopted from the CHED Graduates' Tracer Study Training Manual by Dizon (2006), was used with some modifications in order to gather the needed data. This instrument contains the personnel background, educational background, trainings and seminars attended, and the employment status of the graduates. The other part covers several questions as part of the semi-structured interview guide.

The researcher got the list of the BSIT graduates of Naval State University based from the yearbook of SY 2007-2013 with their corresponding addresses. The researcher personally distributed and retrieved the questionnaires from the respondents residing within the province of Biliran. For the respondents working outside the country, information was collected through email, Facebook and cellphones, and interviews from their parents and friends.

Statistical Treatment of the Data

The descriptive statistics like frequency, percentage and ranking were used in analyzing the data obtained.

IV. RESULTS AND DISCUSSION

This presentation is divided into four parts. Part I illustrates the personal background of the respondents. Part II presents the educational background of the respondents. Part III deals with the training/seminars attended. Part IV provides the employment status of the respondents.

Personal Background of the Respondents

The personal background of the respondents is as follows: civil status, sex, age, place of origin (municipality) as presented in Table 2.

Table 2 Personal Background of the Respondents

Variables	**f**	**%**
Civil Status		
Single	87	64.92
Married	42	31.34
Separated	0	0
Single parent	5	3.73
Widow/Widower	0	0
Sex		
Male	85	63.43
Female	49	36.57
Age		
21-25 years old	122	90.04
26-30 years old	10	7.46
31-35 years old	2	1.49
36-40 years old	0	0
41-45 years old	0	0
Place of Origin (Municipality)		
Almeria	24	17.91
Biliran	22	16.42
Culaba	10	7.46
Caibiran	8	5.97
Cabucgayan	9	6.71
Kawayan	21	15.67
Maripipi	5	3.73
Naval	35	26.12

*Civil status.*The table clearly shows that 87 or 64.92 percent of the respondents aresingle, 42 or 31.34 percent are married and only five (5) are single parent, and zero for separated and widower. Results indicate a greater number of respondents who are single.

*Sex.*As gleaned in the table, above 85 or 63.43 percent are male and 49 or 36.57 are female.

Results illustrate that male group is predominant against the female. This could also imply that more specializations for the male and only two specializations for the female like garments technology and foods technology.

Place of origin. The eight (8) municipalities: Almeria, Biliran, Culaba, Caibiran, Cabucgayan, Kawayan, Maripipi and Naval were the places of origin of the respondents. Naval got the highest number of respondents with 35 or 26 percent and only 5 or 3.73 percent came from the Municipality of Mariripi.

This shows that a big fraction of the respondents were mainly from the capital town of Biliran Province.

Educational Background of the Respondents

Table 3 presents the educational background of the respondents in terms of degree and specialization, year of graduation, honors awards received, professional skills, professional examination, examination passed, reason for taking the course.

Table 3 Educational Background of the Respondents

Variables	**f**	**%**
Degree of Specialization		
Automotive	20	14.92
Cosmetology	4	2.98
Drafting	8	5.97
Electricity	21	15.67
Electronics	12	8.96
Garments	8	5.97
Foods	49	36.57
Refrigeration and Air Conditioning	12	8.96
School Year Graduated		
2007-2008	22	16.41
2008-2009	23	17.16
2009-2010	17	12.69
2010-2011	20	14.92
2011-2012	23	17.16
2012-2013	29	21.64
Honors/Awards Received		
Cum Laude	2	1.49
Leadership	1	.75
Best in Specialization	3	2.24
None	128	95.52
Professional Examination Passed		
Licensure Examination for Teachers	1	.75
Civil Service Professional	1	.75
TESDA NC II	42	31.34
Not Indicated	90	67.16

*Degree of specialization.*As reflected in the table, the Foods Technology obtained 49 or 36.57 percent while Electricity got the frequency of 21 or 15.67 percent, 20 or 14.92 percent specialized in automotive and only 4 or 2.98 percent specialized cosmetology.

This implies that most of the Bachelor of Science in Industrial Technology (BSIT) graduates who were employed specializedin Foods Technology. This could also mean that this specialization is most likely the demand in the industry sector.

Year of graduation. As shown in the table from 2007-2013, a greater number of graduates belonged to SY: 2012-2013 which obtained the highest frequency of 29 or 21.64 percent. The least number of graduates with 17 or 12.69 percent fell under the SY: 2009-2010. The rest of the school year was almost nearly equal in number of graduates.

Findings reveal that the graduates increased during the year 2012-2013 which could also imply that the enrolment in Bachelor of Science in Industrial Technology program before 2012-2013 was affected with the new courses offered by the university.

Honors/awards received. Of the 134 Bachelor of Science in Industrial Technology (BSIT) graduates,only six (6) graduates received awards, while 128 or 95.52 percent did not receive any award.

This implies that the Bachelor of Science in Industrial Technology (BSIT) graduates are not good enough in academics. This is expected because the program is more on skills/competencies and the student is trained more in this area.

Professional examination passed. As gleaned in the table, the professional examination taken by the respondents is TESDA NC II. 42 or 31.34 percent were passers of the said examination and the Licensure Examination for Teachers and the Civil Service Professional Examination got the lowest frequency of 1 or .75 percent while most of them who did not indicate their examinations taken were at 90 or 67.16 percent.

Results divulge that majority of the respondents did not take any examination. The results mark the course content is purely on skills/competencies.

Professional Skillsand Reasons for Taking the Course

This section presents the professional skills and reasons for taking the course.

Table 4 Professional Skillsand Reasons for Taking the Course of theRespondents

Professional Skills	**f**	**Rank**
Laboratory Skills	55	1
Cooking	49	2
Computer Literate	40	3
Electrician	22	4
Driving	19	6
Auto Maintenance	19	6
Sewing	19	6
Electronics Technology	14	8
T-shirt Printing	11	9.5
AutoCAD	11	9.5
Sketch Plan	10	11
Electronics	7	12
Electrical Wiring	2	13
Reasons for taking the course	**f**	**Rank**
Availability of course offering in chosen institution	126	1
No particular choice or no better idea.		
Influence of parents or relatives	100	2
Opportunity for employment abroad	64	3
Strong passion for the profession	21	4
Prospect for immediate employment	19	5
Peer influence	17	6
Status or prestige of the profession	15	7.5
Inspired by a role model	15	7.5
High grades in the course or subject area(s) related to the course	10	9
	7	10
Good grades in High School	6	11
	5	12

** Multiple responses*

As shown in the table, the professional skills and reason for taking the course was determined through multiple responses. In terms of professional skills, laboratory skills got the highest frequency of 55 and considered rank 1, while 2 respondents possessed laboratory skills and electrical wiring which ranked 13.

The results disclose that majority of the graduates chose their specialization based on the major offered by the university.

On the other hand, as regard the reasons of taking the course, it was still presented on the same table above of 134 respondents' availability of the course training in chosen institution as the ultimate reason for taking the course which obtained the highest frequency of 126. The next in rank is the reason not particular choice or no better idea with the frequency of 100 and 5 respondents whose reason identified as because of the good grade in high school.

The findings reveal the compelling reason of taking the course is because of the opportunity for employment abroad as prospect of attractive compensation.

Trainings/Seminars Attended After Graduation

Table 5 presents the training/seminars attended after graduation by the respondents.

Table 5 Trainings/Seminars Attended by the Respondents

Trainings/Seminars Attended	**f**	**Rank**
TESDA Training	5	5
Educators/Teaching Training	10	3
Information Technology Training	6	4
Leadership Training	129	1
Research Training		

** Multiple responses*

As shown in the table, the TESDA training ranked 1, followed by the Information Technology and the research training with the lowest rank.

The results imply that majority of the Bachelor of Science in Industrial Technology (BSIT) graduates had attended seminars and training related to the acquired skills and only few engaged in research training.

Employment Status of the Respondents

The employment status of the respondents consists the present employment status, occupation, major line of business of the company presently employed and place of work as presented in Table 6.

Table 6 Employment Status of the Respondents

Variables	**f**	**%**
Present employment status		
Regular	43	32.09
Temporary	14	10.45
Casual	19	14.18
Contractual	4	2.98
Self Employed	8	5.97
Not Employed	46	34.32
Occupation		
Electronic Technician	16	11.94
Office Clerk	32	23.88
Electrician	2	1.49
Teacher	28	.75
Sales Clerk	20	12.68
Cashier	3	8.96
Self Employed	20	5.97
Not Employed	54	34.32
Major line of business of the company presently employed		
Academic Sector	7	8.33
OFW	2	2.38
Government Sector	28	20.89
Business Sector	20	14.92
Transportation Sector	3	3.57
Factory Sector	20	23.81
Not Indicated	54	40.29
Place of Work		
Local	82	97.62
Abroad	2	2.38

Present employment status. With regards to the present employment of the Bachelor of Science in Industrial Technology graduates categorized as regular, temporary, casual, contractual, self-employed and not employed, the highest frequency was 46 or 34.32 percent under the category of not employed, 43 or 32.09 percent of the respondents were contractual as to their present employment.

Results show that most of the BSIT graduates-employees last SY 2012-2013 had a greatest number of unemployed.

This result was expected mainly because the Bachelor of Science in Industrial Technology (BSIT) graduates had found employment first after graduation.

Occupation. The table shows that on occupation, office clerk is 32 or 23.88 percent, electrical technician, electronics, teachers, self-employed to job related specialization is 56 or 41.7 percent. The employed is 46 or 34.32 percent.

This implies that the total number of graduates who found job is greater than the total number of graduates who were not employed.

Major line of business of the company presently employed. There areeight (8) major line of the business as follows: academic sector, OFW, government sector, private sector, business sector, transportation sector, factory sector and not indicated. In the foregoing table, self-employed and not indicated got the highest frequency of 54 or 40.29 percent, followed by the government sector with a frequency of 28 or 20.89 percent, while business sector and factory got the same frequency of 20 or 14.92 percent and academic sector got the lowest frequency of 2 or 1.49 percent.

The findings show that majority of the respondents got a highest score of self-employed and not indicated because some of the graduates do not have a job and some are self-employed. Meanwhile, the academic sector got the lowest frequency because the BSIT graduates are more on skills and not in academics.

Reasons for Non-employment and Skills Acquired in College Applied in the Job

Table 7 presents the reasons for non-employment and skills acquired in college applied in the job.

Table 7 Reasons for Non-employment and Skills Acquired in College Applied in the Job

Reasons for non-employment	**f**	**Rank**
Family concern and decide not to find a job	27	1
Lack of work experience	18	2
No job opportunity	15	3
Health- related reasons	9	4
Further study	5	5
Do not look for a job	2	6
Skills acquired in college applied in the job		
Computer literacy	80	1
Driving	40	2
Cooking	28	3
Electronics Technology	27	4
Electricity/electrician	22	5
Auto maintenance	15	6
Sewing	8	7
AutoCAD Operation	6	8
T-shirt Printing	5	9
Sketch Plan	2	10

** Multiple responses*

Non-employment of the respondents. There were six (6) identified reasons for non-employment of the respondents. Family concern and decide not to find a job was the first reason with a frequency of 27, followed respectively by the lack of work experience, no job opportunity, healthy related reasons, further study and not looking for a job.

On the other hand, ten (10) identified reasons for the skills acquired in college applied in the job such as computer literate, driving, cooking, electronic technology, electrical/electrician, auto maintenance, sewing, AutoCAD operation, T-shirt printing and sketch plan. Of the ten identified reason computer literate garnered the frequency of 80 as rank 1 and the lowest is sketch plan with a frequency of 2 rank 10.

The result showed that majority of the graduates is computer literate acquired in college.

It implies that nowadays computer literacy is one of the required skills in applying for a job.

Nature of Employment by Respondents

The nature of employment of the respondents are the reasons for staying the first job after college, reasons for changing the first job and means of finding the first job as shown in Table 8.

Table 8 Nature of Employment by the Respondents

Reasons for accepting job after college	**f**	**Rank**
Proximity to residence	29	1
Related to Special Skills	18	2
Peer influence	17	3
Family Influence	16	4
Career Challenge	15	5
Salaries and Benefits	5	6
Related to course/program of study	4	7

Reasons for changing the first job		
Family Influence	5	1
Salaries and Benefits	4	2
Proximity to residence	3	3
Peer influence	2	4
reer Challenge	0	5.5
Related to Special Skills	0	5.5
Means of finding the first job		
Recommended by someone	70	1
Information from friends	24	2
Family business	6	3
Response to an advertisement	3	4
As a walk-in applicant	1	5
Arranged by school job placement officer	1	6
Job fair or public employment service office	0	7

** Multiple responses*

It could be gleaned in Table 8, the data revealed that the nature of employment by the respondents. Among the 88 respondents, 31 of them reason out that proximity to residence is the number 1 reason for staying in the first job after college. This means that most of the respondents find their first job most nearly in their own locality.

Meanwhile, for the reasons for changing the first job, only few responded on the given indicators. It was found out that five (5) of them change their first job through family influence and rated as rank 1 while four (4) as rank 2 for salaries and benefits. The result indicated that most of the respondents did not respond on the reasons for changing the first job which means that the respondents did not change yet their first job.

On the means of finding first job, 70 of the respondents were recommended by someone. This means that they are employed through recommendation and information from friends obtained 24 responses and no one of them was employed through job fair or public employment service office.

Nature of Employment by the Respondents

The nature of employment by the respondents were the length of stay in the first job, length of searching for the first job, job level position and gross monthly earning in the first job.

Table 9 Nature of Employment by the Respondents

Length of Stay in the First Job	**f**	**%**
Less than a month		
1 to 6 months	5	5.95
7 to 11 months	33	39.28
1 year to less than 2 years	41	48.80
2 years to less than 3 years	3	3.57
3 years to less than 4 years	2	2.38
Length of searching for the first job		
Less than a month	0	5
1 to 6 months	5	5.95
7 to 11 months	35	41.67
1 year to less than 2 years	41	48.81
2 years to less than 3 years	2	2.38
3 years to less than 4 years	1	1.19
Job level position		
First Job		
Rank or Clerical	75	89.28
Professional Technical/Supervisory	1	1.19
Managerial or Executive	0	0
Self-employed	8	9.52
Second Job		
Rank or Clerical	70	83.93
Professional Technical/Supervisory	1	1.19
Managerial or Executive	1	1.19
Self-employed	12	14.28

Gross monthly earning in the first job		
Below 5,000	0	0
P5,000 to less than P10,000	80	95.23
P10,000 to less than P15,000	1	1.19
P15,000 to less than P20,000	1	1.19
P20,000 to less than P25,000	0	0
P25,000 and above	2	2.38

As depicted in Table 9, the data presents the nature of employment by the respondents. On the length of stay in the first job, 41 or 46.59 percent stayed 2 years or less than 3 years while 33 or 37.5 percent stayed 1 year to less than 2 years. On the other hand, 2 or 2.27 percent of the respondents stayed 3 years to less than 4 years and there is none who stayed less than a month.

In terms of length of searching for the first job, most of the respondents 35 or 39.72 percent searched their first job for 2 years to less than 2 years, 20 or 26.13 percent for 3 years to less than 4 years, 19 or 21.59 percent for 1 year to less than 2 years, 6 or 6.82 percent for 7 to 11 months and 5 or 5.62 percent for 1 to 6 months. This implies that the respondents find it difficult looking for a job.

On the first job level position, 78 or 88.64 percent were on rank or clerical position, 8 or 9.09 percent were self-employed, 2 or 2.27 percent were in professional technical supervisory and 0 percent in managerial or executive position. This signifies that most of the respondents belonged to rank and file employees.

As to the second job of the respondents, most of them 24 or 84.09 percent were rank or clerical job level position, 12 or 13.64 percent were self-employed and only 1 or 1.14 percent was a professional technical/supervisory and managerial or executive respectively. This means that most of the respondents are still on rank and file position.

Pertaining to gross monthly earning in the first job, most of the respondents obtain P5, 000 to less than P10, 000 with a frequency of 84 or 95.45 percent and only 2 or 2.27 percent earned P25,000and above. This result indicates that most of the respondents are less monthly earning.

Relevance of Curriculum in the First Job

Table 10 presents the relevance of curriculum in the first job.

Table 10 Relevance of Curriculum in the First Job

Relevance of curriculum in the first job	f	%
Yes	34	35.73
No	54	64.27

As observed in Table 10, out of 88 respondents employed, there were 54 or 64.27 percent who affirmed that the curriculum they have was not relevant to their first job. 34 or 35.73 percent testified the curriculum they have chosen was relevant to their present job.

This simply implies that there is a mismatch of the offered BSIT curriculum with their present job. They have accepted that job for the sake of employment only.

Competencies Learned in College that are Useful in the First Job

Table 11 presents the competencies learned in college that are useful in the first job

Table 11 Competencies Learned in College That Are Useful in the First Job

Competencies learned in college that are useful in the first job	f	rank
Information Technology Skills	89	1
Human Relation Skills	82	2
Communication Skills	75	3
Entrepreneurial Skills	40	4
Problem Solving Skills	10	5
Critical Thinking Skills	7	6

**multiple responses*

As depicted in Table 11, the data showed the competencies learned in college which is useful in their first job. Among the six (6) skills, information technology skills got the highest response of 89 as rank 1. The human relation skills obtained the second rank with the frequency of 82 and the communication skill is in the third rank with a frequency of 75. However, critical thinking skills got the lowest response of seven (7).

The result indicates that majority of the respondents need IT skills in order for them to be effective on their first job.

V. CONCLUSIONS AND RECOMMENDATIONS

After a thorough analysis of the results based on the findings gathered from the study, the following conclusions are drawn. As to the personal background of the respondents, most of them were single and male-dominated, fell under the age range of 21-25 years old and majority of them were from Naval. In terms of educational background of the respondents, most of them were fresh graduates SY 2012-2013. Only few of them received honors/awards. Laboratory skills were the most professional skills of the respondents and majority of them did not indicate or passed examination. Availability of the course offering in the chosen institution was the reason for taking the course. As to the nature of employment, they stayed in their first job for 1 year to less than 2 years, 1 year to less than 2 years searching for the first job, rank or clerical for the job position, only few transferred to another job and the monthly income is between P5, 000-P10, 000. The Bachelor of Science in Industrial Technology graduates preferred to work inside the country or locally.It is further concluded that TESDA NC II passers in their field of specializations is more employable than those who are non- eligible. Proximity to residence was the reason for staying in the first job. Family was the reason for changing the first job after college. Information Technology (IT) was the competency learned in college which was useful in the first job

Based on the findings and conclusions of the study, the following recommendations are hereby forwarded for consideration; Offering major subjects should be determined according to manpower demand as articulated in the national or regional development goals and programs;All graduating students should take TESDA NC II or any eligibility examinations for them to upgrade their skills/competencies and become eligible assessors.Exploration and hands-on experiences in school and visitation to the various sectors of the world industry is encouraged.The relevance and quality of curriculum program must be given important consideration or should receive a high priority on the planning and implementation of industrial/technology education. Establishing linkages between school and industry and enhancing the job trainings and placement of graduates may be a major consideration of any academic institution.The Bachelor of Science in Industrial Technology instruction should be improved through the provision of state-of-the-art facilities and equipment.Further studies should be conducted in wide/larger scope so as to establish greater validity and reliability of the findings and results under this nature of research.

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