

Graduate Tracer Study for the Bachelor of Science in Cooperative Management Graduates, SY 2013-2014 To SY 2017-2018, Mariano Marcos State University, Philippines



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ABSTRACT: The study used the descriptive design to determine the demographic profile, educational background, trainings, and advanced studies attended after college, and employment information, including their suggestion to improve the curriculum of the BSCM program of BSCM graduates from SY 2013-2014 to SY 2017-2018 as bases for developing an information database. The study found out that majority of the graduates of the BSCM program are females, single, and living in the municipalities. In terms of educational background, majority of the respondents were coming from Batch 2016 and followed by Batch 2017; received no honors; possessed skills in personal relations; and Civil Service professional exam passers. In addition, it was found out that the reasons for choosing BSCM as a course in college include the availability of course offering in chosen institution, prospect of immediate employment and prospect for career advancement. Majority of them did not attend training or higher education. Among those who attended trainings, professional development and promotion were the main reasons. Along employment information, all the respondents are employed and majority of them are in the private sector and gained employment locally. Most of the employed graduates have permanent/regular employment status and have rank or clerical positions. Majority of them are employed in whole and retail trading and non-food manufacturing businesses. Majority of the respondents receive salaries between Php5,001 and Php 15,000.00. The graduates indicated that salaries and benefits is the reason for accepting and staying in their jobs. Majority of them stayed in their employment for three to four years. They found their employment as a walk-in applicant, recommended by someone, and information from friend. Moreover, the graduates were able to find their employment from one to six months after graduation. The study also found out that majority of them stayed in their employment for one to six months before deciding to change their first job. Salaries and salaries were the main reason of changing their jobs. To improve the BSCM program, it was suggested that students should be involved in the managerial and operational aspects of the cooperatives during their OJT; provide more time to conduct for cooperative research; improve the Laboratory Cooperative; deployment of students in medium and large cooperatives during OJT; encourage to attend more capacity enhancement trainings and activities; include more units in accounting, cooperative banking, and finance. The study recommends that an orientation for graduating students should be held to inform them of the significance of the graduate tracer and to encourage them to take part in its conduct; the curriculum for the BS cooperative management program should be revised based on the suggestions of the respondents; strategies that will improve graduates' skills and knowledge to make them employable in cooperatives should be incorporated; the program outcomes should be reviewed and revised as needed to ensure that graduates are employable in cooperatives in the locality and other provinces; and the tracer study should be carried out from SY 2018-2019 to SY 2022-2023.

KEYWORDS: Graduate tracer, Bachelor of Science in Cooperative Management, Mariano Marcos State University, employment, curriculum

I. INTRODUCTION

The graduates are the primary products of Higher Education Institutions (HEIs). They work in all parts of the world to show their professional competencies and be a part of the development of their respective companies and countries. Skills and competencies of graduates can be best acquired for the effective implementation of curriculum, through teaching methodologies and very satisfactory institutional support facilities.

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This study aimed to develop a database of traced graduates of the BSCM program from SY 2013-2014 to SY 2017-2018 and gathered suggestions to improve the curriculum of the degree program. Specifically, it aimed to gather information on their demographic profile, educational background, trainings, and advanced studies attended after college and employment.

Mariano Marcos State University (MMSU) is dedicated in fulfilling this duty as HEI, as stated in the University mission which is to develop human capital and sustainable innovations in a knowledge – driven global economy. Specifically, the College of Business, Economics and Accountancy (CBEA) has its objective of attaining excellence, responsiveness, efficiency, and effectiveness for trained manpower who will assume leadership and responsibility in business, industry, and government. The College offers BS in Cooperative Management as one of the eight-degree programs.

The BS in Cooperative Management is anchored on the current concepts, theories and principles which are important in the operation of viable cooperative enterprises in the countryside in response to the Philippine Medium-term Development Plan. It enables students to understand, analyze and deal with complexities of cooperative management within the constraints of the present socio-economic conditions of the country.

In addition to tackling the urgent need to transform the labor market and address inequalities, Rogan, et al (2015) aligns with global conversations about the function of higher education in equipping graduates for the job market and the extent to which higher education curricula meet the needs of employers, promote inclusive economic growth, and support human resource development. The primary aims of the study focus on investigating essential educational and career pathways, as well as examining the demographic, socio-economic, spatial, or institutional factors that influence graduates' choices during their university journey and their transition into the workforce. The data collected included the following: the locations where employed graduates work; the duration it took them to secure a job; the nature of their employment; the relevance of the job to their field of study; and the sectors in which they are employed. The researchers emphasized that graduate tracer or destination studies offer valuable insights into employment outcomes and the factors related to these elements. The findings documented in the report outline the routes taken to and within university and the subsequent transitions into the workforce by the graduates.

In the Graduate Tracer Study conducted at Rizal Technological University (RTU), graduates reported that the knowledge and skills they acquired during their academic journey significantly enhanced their job performance and were pertinent to their selected fields. Additionally, the findings demonstrated that the University effectively produces graduates who are both marketable and suitably trained, with a substantial number securing employment in their respective fields shortly after completing their studies. The research further revealed that these graduates possess the essential skills and competencies required to thrive in a competitive environment. Nevertheless, it is recommended that the University expand its partnerships with private enterprises to sustain the high level of employability among its graduates (Ramirez et al, 2014).

In the study of Leukitinan (2018), the analysis of employability and career progression between students participating in cooperative education and those who do not serves as empirical evidence supporting the advantages of the cooperative education program. The research revealed that students engaged in cooperative education have significantly greater opportunities to connect with employers and gain temporary employment within organizations. This hands-on experience enhances the students' cognitive and critical thinking skills. Furthermore, cooperative education participants exhibit increased confidence and can more swiftly determine their career trajectories and objectives.

The correlation between participation in cooperative education programs, employment initiation, reported income, and the duration required to secure a job can provide academic personnel with insights into the effects of cooperative education. The achievements of recent graduates are influenced by multiple elements, including instructors, available resources, and facilities, with the student being the central figure in this process. (Leukitinan, 2018).

A Graduate Tracer Study (GTS) is one of the tools that can be utilized to measure the success of HEI's mission, goals, and objectives. Badiru & Wahome, (2016) discussed that GTS entails the identification and monitoring of graduates from higher education institutions (HEIs) globally, driven by the necessity to carefully assess how graduates perceive their experiences during their academic journey and their transition into the workforce. For universities to enhance their educational and training methodologies, it is essential to learn from and implement improvements based on the nuanced experiences of graduates. In addition to evaluating the relevance and quality of degree programs in relation to labor market demands, conducting a GTS is crucial as it aligns with the accreditation requirements for nearly all degree programs. Furthermore, GTS plays a vital role in identifying and addressing the skills mismatch that is recognized as a significant issue within the country's employment sector. Understanding the employability and competencies of graduates is essential for determining the skills that employers require. Additionally, the integration of new technologies by employers must be aligned with the curriculum provided by educational institutions.

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According to Tutor et.al. (2019), the graduate study will offer a robust empirical foundation for making informed decisions regarding higher education priorities and the associated resource needs. This will guide higher education institutions in adopting a more strategic approach to curriculum development and enhancing educational offerings, while also assisting students and their families in selecting appropriate study programs and institutions.

The conceptual framework of the study followed the Input-Process-Output (IPO) model. The inputs of the study include the demographic profile, educational background, trainings, and advanced studies attended after college, employment information of the BSCM graduates from SY 2013-2014 to SY 2017-2018. The process includes the analysis and interpretation of gathered data. And lastly, the outputs were the developed information database of traced graduates and list of suggestions to improve the BSCM curriculum to become responsive to the requirements of the industry.

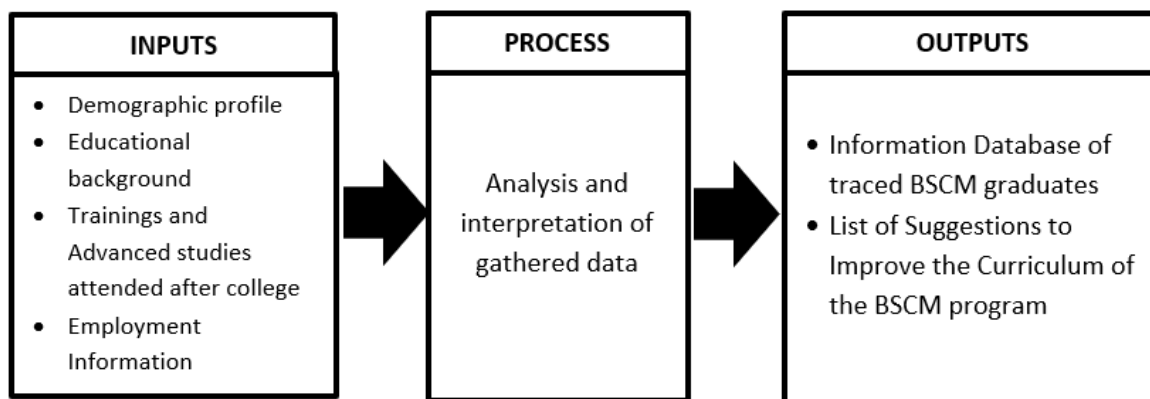


Figure 1. The Conceptual Framework of the Study

II. RESEARCH METHODS

The study used the descriptive design to describe the demographic profile, educational background, trainings, and advanced studies attended after college, employment information of the BSCM graduates from SY 2013-2014 to SY 2017-2018, including suggestions to improve the curriculum of the degree program.

The BSCM program has a total of 148 graduates composed on 26 males and 122 females from School Year 2013-2014 to School Year 2017-2018. Purposive sampling was used with at least thirty percent (30%) graduate-respondents from each school year. The graduate-respondents will be randomly selected from each school year. Fifty-nine graduates were the respondents of the study.

The study used an online survey questionnaire which was composed of the following parts: demographic profile, educational background, training, and advanced studies attended after college, employment information and suggestions to improve the curriculum of the degree program. Data was gathered by using an online survey questionnaire using google form that was sent via messenger or emails to randomly selected respondents from each school year.

III. RESULTS AND DISCUSSIONS

Table 1. Demographic profile of the respondents in terms of sex.

Sex	Frequency	Percentage (%)
Male	7	12.00
Female	52	88.00
Total	59	100.00

Table 1 presents that majority (52; 88.00%) of the respondents are females while only seven (12.00%) are males. The small number of male respondents was due to the small number of male graduates from the BS Cooperative Management Program from 2014-2018 which includes only 26 (17.57%) of the total number of 148 graduates. There were 122 female graduates during the period covered including 82.43% of the total number of graduates.

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Table 2. Demographic profile of the respondents in terms of civil status and by sex.

Civil Status	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Single	7	100.00	45	86.54	52	88.14
Married	0	0.00	6	11.54	6	10.17
Separated	0	0.00	1	1.92	1	1.69
Widow/er	0	0.00	0	0.00	0	0.00
Total	7	100.00	52	100.00	59	100.00

Table 2 presents the civil status of the respondents by sex. All the male respondents (100%) and 45 (86.54%) female respondents were single. Six (10.17%) female respondents are married while only one (1.69%) is separated.

Table 3. Demographic profile of the respondents in terms of location of residence and by sex.

Location of Residence	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
City	3	42.86	21	40.38	24	40.68
Municipality	4	57.14	31	59.62	35	59.32
Total	7	100.00	52	100.00	59	100.00

Table 3 presents that majority (59.32%) of the respondents are living in the municipalities while 24 (40.68%) are living in the cities. This result is due to more numbers of graduates from year 2014-2018 living in the different municipalities of Ilocos Norte and nearby towns of Ilocos Sur. Specifically, four (57.14%) of the male respondents are living in the municipalities while the remaining three (42.86%) are living in the cities. For the female respondents, 31 (59.62%) are living in the municipalities while 21 (40.38%) are living in the cities.

Table 4. Educational background of the respondents in terms of year of graduation and by sex.

Year Graduated	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
2014	1	14.28	10	19.23	11	18.65
2015	2	28.58	9	17.31	11	18.65
2016	2	28.58	13	25.00	15	25.42
2017	1	14.28	12	23.08	13	22.03
2018	1	14.28	8	15.38	9	15.25
Total	7	100.00	52	100.00	59	100.00

Table 4 presents the respondents in terms of year of graduation and by sex. Majority (25.42%) of the respondents were from year 2016; 13 (22.03%) were from year 2017; 11 (18.65%) from years 2014 and 2015; and nine (15.25%) from year 2018. Year 2016 has the highest number of graduates with 45 graduates while year 2018 has the smallest number with 16 graduates.

Table 5. Educational background of the respondents in terms of honors received and by sex.

Honors Received	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Cum laude	0	0.00	2*	3.51	2*	3.39
None	7	100.00	55	96.49	57	98.61
Total	7	100.00	57	100.00	59	100.00

*Batch 2014 and 2016

Table 5 shows that there were only two (3.39%) graduates who received Latin honors, both were females. One graduated in 2014 while the other was in 2016.

Table 6. Educational background of the respondents in terms of professional skills had and by sex.

Professional Skills	Male		Female		Total	
	Freq*	Rank	Freq*	Rank	Freq*	Rank
Programming	1	3	4	3	5	3
Computing	6	2	40	2	47	2
Personal Relations	7	1	52	1	59	1

*Multiple response

Table 6 shows that the professional skill was had by most of respondents (Rank 1) which implies that they were able to create and keep meaningful personal relationships in their workplaces, foster better communication making them more relatable to their coworkers, build trust and can provide satisfactions to their clients and customers. Computing skill ranked second among the professional skills had by the respondents. This signifies that the respondents know how to use computer and other computing devices, software and computer applications that will help them to work efficiently and effectively. Programming skill was the least. This is because programming is not actually part of the respondents' major task and activity in their workplaces. Both the male and female respondents have the same rankings on the professional skills.

Table 7. Educational background in terms of professional examinations taken by the respondents by sex.

Professional Examinations	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Civil Service Professional	0	0.00	3	75.00	3	60.00
Civil Service Sub-Professional	0	0.00	0	0.00	0	0.00
Insurance Licensure Examination	1	100.00	0	0.00	1	20.00
Basic Competency for Local Treasury Examination	0	0.00	1	25.00	1	20.00
Total	1	100.00	4	100.00	5	100.00

Table 7 shows that only five respondents had taken professional examinations which included the Civil Service Professional Examination (75.00%) wherein all the takers were females; one (20.00%) for insurance licensure examination taken by a male respondent; and one (20.00%) for the basic competency for local treasury examination taken by a female respondent.

Table 8. Reasons of the respondents for taking the BS Cooperative Management as a degree and by sex.

Reasons for Taking the Course	Male (n=7)		Female (n=52)		Total (n=59)	
	Freq*	Rank	Freq*	Rank	Freq*	Rank
High grade in the course or subject area(s) related to the course	2	8.5	5	9.0	7	9.5
Good grades in high school	1	13.5	2	13.5	3	14.0
Influence or parents or relatives	2	8.5	11	6.5	13	6.5
Peer influence	3	3.5	23	5.0	26	5.0
Inspired by a role model	2	8.5	7	8.0	9	8.0
Strong passion for the profession	2	8.5	11	6.5	13	6.5
Prospect of immediate employment	7	1.5	45	2.0	52	2.0
Status or prestige of the profession	3	3.5	4	10.5	7	9.5
Availability of course offering in chosen institution	7	1.5	52	1.0	59	1.0
Prospect for career advancement	2	8.5	33	3.0	33	3.0
Affordable for the family	2	8.5	27	4.0	29	4.0
Prospect of attractive compensation	2	8.5	2	13.5	4	13.0
Opportunity for employment abroad	2	8.5	3	12.0	5	11.5
No particular choice or no better idea	1	13.5	4	10.5	5	11.5

*Multiple Response

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Table 8 presents the reasons of the respondents in taking the BS Cooperative Management as their degree wherein the availability of course offering in chosen institution was Ranked 1 followed by prospect of immediate employment (Rank 2) and prospect for advancement (Rank 3) which can be related to the result in Table 4. Four were considered least that included the following: good grades in high school (Rank 14); prospect of attractive compensation (Rank 13); opportunity for employment abroad (Rank 11.50) which can be related to the result in Table 5; and no particular choice or no better idea (Rank 11.50). Specifically, for the male respondents, prospect for immediate employment (Rank 1.5) and availability of course offering in chosen institution (Rank 1.5) were the main reasons of taking the BS Cooperative Management degree while good grades in high school (Rank 13.5) and no choice or no better idea (Rank 13.5) were the least reasons of taking the degree. For the female respondents, availability of course offering in chosen institution (Rank 1) and prospect for immediate employment (Rank 2) were the top reasons of taking the BS Cooperative Management as a degree in college while having good grades in high school (Rank 13.5) and prospect of attractive compensation (Rank 13.5) were the least reason in taking the degree program.

Table 9. Trainings and Advance Studies Attended by the Respondents after College by sex.

Trainings and Advance Studies Attended	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Trainings	2	28.57	2	3.85	4	6.78
Higher Education (Master's Degree)	0	0.00	1	1.92	1	1.69
Did not attend any training or higher education	5	71.43	49	94.23	54	91.53
Total	7	100.00	52	100.00	59	100.00

Table 9 presents the reasons for the BSCM Graduates in attending training and advance studies. The result shows that majority (91.53%) of respondents did not attend any training or attend higher education; four (6.78%) attended training on insurance marketing, anti-money laundering act, basic pawnshop operations level, basic and advance jewelry appraisal, bookkeeping and freelancing course; and only one (1.69%) was taking a Master's degree in Public Administration. This result could be a manifestation that the employment of the respondents does require training or higher education from their employees. Specifically, five (71.43%) among the male respondents did not attend any training or higher education while two (28.57%) of them have attended training. For the female respondents, 49 (94.23%) did not attend any training or higher education; two (3.85%) attended training; and one (1) was taking a master's degree.

Table 10. Reasons of BSCM Graduates in attending trainings and advance studies by sex.

Reasons	Male		Female		Total	
	Freq*	Rank	Freq*	Rank	Freq*	Rank
Promotion	0	0	3	2	3	2
Professional Development	2	1	4	1	6	1

*Multiple Response

Table 10 shows that there were only six (6) among the respondents who have attended training and advanced studies after college in which professional development (Rank 1) was the top reason of the respondents in attending training and advance studies while for promotion was only the second reason. Both males and females have the same rankings in the reasons of taking the degree program.

Table 11. Employment information for the respondents.

Information	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Employed	7	100.00	52	100.00	59	100.00
Not Employed	0	0.00	0	0.00	0	0.00
Total	7	100.00	52	100.00	59	100.00

Table 11 shows that all the respondents were employed. Seven (7) of them are males and 52 are females. This result implies that the graduates of the BSCM degree program are considered employable.

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Table 12. Respondents by type of employment and by sex.

Type of Employment	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Private	6	85.71	48	92.31	54	91.53
Public	1	14.29	4	7.69	5	8.47
Total	7	100.00	52	100.00	59	100.00

Table 12 states that majority (91.53%) of the respondents are employed in the private sector while only five (8.47%) were working in the public sector. For the male respondents, six (85.71%) are working in the private sector while only one (14.29%) is working in the public sector. Forty-eight (92.31%) of the female respondents are working in the private sector while four (7.69%) are working in the public sector. In addition, this result can be related to the result in Table 8 that the degree program can be prospect for immediate employment (Rank 2) and career advancement (Rank 3).

Table 13. Respondents by place of work and by sex.

Place of Work	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Local	7	100.00	47	90.38	54	91.53
Abroad	0	0.00	5	9.62	5	8.47
Total	7	100.00	52	100.00	59	100.00

Table 13 shows that majority (91.53%) of the respondents work locally while five (8.47%) are employed abroad. All the male respondents are working locally. For the female respondents, 47 (90.38%) are working locally while five (9.62%) of them are working abroad. This result can be related to the result in Table 8 wherein the degree program provides opportunities for employment abroad (Rank 11.50).

Table 14. Present employment status of the BSCM graduates.

Employment Status	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Regular/Permanent	6	85.71	43	82.69	49	83.05
Temporary	0	0.00	0	0.00	0	0.00
Casual	0	0.00	1	1.92	1	1.69
Contractual	1	14.29	8	15.38	9	15.25
Total	7	100.00	52	100.00	59	100.00

Table 14 shows that majority (83.05%) of the respondents have permanent employment status, nine (15.25%) are contractual, and one (1.69%) are casual. This result signifies that graduates with permanent employment status have security of tenure. For the male respondents, six (85.71%) have permanent status while only one (14.29%) has a contractual status. For the female respondents, 43 (82.69%) have permanent employment status while eight (15.38%) have contractual status and only one (1.92) is casual.

Table 15. Present job level of the respondents.

Job Level	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Rank or Clerical	7	71.43	48	92.30	55	93.22
Supervisory	0	0.00	2	3.85	2	3.39
Managerial/Executive	0	28.57	2	3.85	2	3.39
Total	7	100.00	52	100.00	59	100.00

Table 15 shows that majority (93.22%) of the respondents are in rank or clerical level which included the following specific occupations: cooperative business operation staff; cooperative development assistant; cooperative education and training staff;

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treasury assistant; information technology associate; disbursing officer; accounting staff/bookkeepers; finance/audit staff; microfinance staff; business account specialist; logistic staff; customer service relation; cashiers; pawnshop tellers; sales associates; commercial bank teller; assistant representatives; office clerks; office secretaries; and factory worker. Two (3.39%) of the respondents are at supervisory levels that include the following specific occupations: quality controller; and branch supervisor. Two (3.39%) respondents are at a managerial/executive level that includes occupations such as marketing manager and branch manager. For the male respondents, all of them were in rank/clerical level and majority (48; 92.30%) of the female respondents were also in rank/clerical level. Two (3.85%) female respondents were in supervisory level and another two (3.85%) in managerial/executive level. Specifically, the graduates occupy jobs such as office clerk (11.86%); cooperative business operations staff (6.78%); office secretaries (6.78%); cashiers (6.78%); finance and audit staff (5.08%); pawnshop tellers (3.39%); executive assistants (3.39%); sales associate (3.39%); cooperative development assistant (1.69%); microfinance staff (1.69%); cooperative education and training staff (1.69%); business account specialist (1.69%); logistic staff (1.69%); quality controller (1.69%); disbursing officer (1.69%); branch supervisor (1.69%); factory worker (1.69%); treasury assistant (1.69%); commercial bank teller (1.69%); marketing manager (1.69%); IT associate (1.69%); customer service relation (1.69%); and branch manager (1.69%).

Table 16. Major line of business of employers of BSCM Graduates

Line of Business	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Agriculture	1	14.29	2	3.85	3	5.08
BPO	1	14.29	4	7.69	5	8.47
Construction	0	0.00	3	5.77	3	5.08
Cooperatives	1	14.29	5	9.62	6	10.17
Coop Bank	1	14.29	0	0.00	1	1.69
Commercial Bank	0	0.00	1	1.92	1	1.69
Education	0	0.00	1	1.92	1	1.69
Electricity, Gas and Water Supply	0	0.00	1	1.92	1	1.69
Financial Intermediation	1	14.29	1	1.92	2	3.39
Health and Social Work	0	0.00	1	1.92	1	1.69
Hotels, Restaurant and Food Manufacturing	0	0.00	1	1.92	1	1.69
Lending	0	0.00	1	1.92	1	1.69
Logistics	0	0.00	1	1.92	1	1.69
Manufacturing (non-food)	0	0.00	9	17.31	9	15.25
Pawnshop	1	14.29	3	5.77	4	6.78
Public Administration	0	0.00	2	3.85	2	3.39
Telecommunications	0	0.00	1	1.92	1	1.69
Wholesale and Retail Trade	1	14.29	15	28.85	16	27.12
Total	7	100.00	52	100.00	59	100.00

Table 16 shows that majority (27.12%) of the respondents were employed in wholesale and retail trade businesses followed by non-food manufacturing (15.25%) and cooperatives (10.17%). This result implies that the degree program produced graduates that are employable in business-related fields but only a few are employed in the cooperative sector.

Table 17. Present gross monthly salaries of the respondents.

Present Gross Monthly Salary (Php*)	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
5,001-15,000	7	100.00	48	92.30	55	93.22
15,001-25,000	0	0.00	2	3.85	2	3.39
25,001 - 35,000	0	0.00	2	3.85	2	3.39
Total	7	100.00	52	100.00	59	100.00

*Php – Philippine Peso

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Table 17 shows that majority (93.22%) of the respondents have gross monthly salaries between Php 5,001.00 to Php 15,000.00; two (3.39%) female respondents have between Php 15,001.00 to Php 25,000.00; and two (3.39%) female respondents have Php 25,001.00 to Php 35,000.00. All the male respondents (100%) and 55 (92.30%) of the female respondents received a gross monthly salary between Php 5,001-Php 15,000.00. This result is related to the results in Table 15 wherein most of the respondents are at rank/clerical level.

Table 18. Reasons for Accepting the Job.

Reasons for Accepting the Job	Male		Female		Total	
	Freq*	Rank	Freq*	Rank	Freq*	Rank
Salaries and benefits	7	1	52	1	59	1
Career Challenge	5	3	47	2	52	2
Related to special skills	6	2	28	3	34	3
Proximity of residence	4	4	13	4	17	4

*Multiple Response

Table 18 shows that the salaries and benefits (Rank 1) and career challenges (Rank 2) are the top reasons for accepting the jobs while special skills and proximity of residence are in Ranks 3 and 4. This result signifies that the graduates give more weight to the salaries and benefits that they will be able to earn from their employment. In addition, they also accept the challenges that may be encountered in building their careers in their chosen fields.

Specifically for the male respondents, salaries and benefits (Rank 1) and related to special skills (Rank 2) are the top reasons of accepting their jobs while for the female respondents, salaries and benefits and career challenge are their top reasons.

Table 19. First and Current Jobs of the Respondents Related to the Course

First Job is the Current Job	First Job is Related to the Course		
	Yes	No	Total
Yes	20 (33.90%)	5 (8.47%)	25 (42.37%)
No	22 (37.29%)	12 (20.34%)	34 (57.63%)

Table 19 shows that 20 (33.90%) of the respondents indicated that their first job is their current jobs and are related to their earned degree. Only five (8.47%) responded that their current jobs are their first jobs but not related to their degree earned. It is also noted that 22 (37.29%) of the respondents indicated that their current jobs are not their first jobs but related to their degree earned. Lastly, 12 (20.34%) indicated that their current jobs are not their first jobs and not related to their degree earned.

Table 20. First Jobs were the present jobs of the respondents.

First Job is the Present Job	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Yes	3	42.86%	22	42.31%	25	42.37%
No	4	57.14%	30	57.69%	34	57.63%

Table 20 shows that there are only 25 (42.37%) respondents whose first job is their present job while 34 (57.63%) respondents opted to change their jobs. Specifically, three (42.86%) of the male respondents showed that their first jobs are their present jobs while four (57.14%) of them showed that their first jobs are not their present jobs. For the female respondents, 22 (42.31%) indicated that their first jobs are their present jobs while 30 (57.69%) of them indicated that their first jobs are not their present jobs. This result could be related to the results presented in Table 28.

Table 21. Reasons for the Respondents in Staying in their First and Current Jobs.

Reasons of Staying	Male		Female		Total	
	Freq*	Rank	Freq*	Rank	Freq*	Rank
Salaries and benefits	3	1.5	22	1.5	25	1
Career challenge	1	4.5	22	1.5	23	2

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Related to special skills	3	1.5	11	4	19	3
Related to course or program of study	1	4.5	14	3	15	4
Proximity to residence	2	3	5	5	7	5
Peer influence	--	--	4	6	4	6
Family influence	--	--	3	7	3	7

*Multiple Response

Table 21 shows that salaries and benefits (Rank 1), career challenge (Rank 2), related to course or program of study (Rank 3), and related to special skills (Rank 4) are the top reasons of the respondents in staying in their first and current jobs while proximity to residence, peer influence, and family influence were ranked 5, 6, and 7. This results signifies that the respondents are satisfied with the salaries and benefits they are earning and receiving from their employment, are able to face the challenges that they encounter in the workplaces, and are possess special skills and knowledge that they can use from their formal education in college. Specifically for the male respondents, both salaries and related to special skills are their top reasons in staying in their first and current jobs while the female respondents showed that salaries and benefits and career challenges are the top reasons for staying in their first and current jobs.

Table 22. Length of Staying in the First and Present Jobs of the Respondents.

Length of Stay	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
7 to 11 months	-	-	1	4.54	1	4.00
1 year to < 2 years	-	-	1	4.54	1	4.00
2 years to < 3 years	1	33.33	4	18.18	5	20.00
3 years to < 4 years	1	33.33	9	40.92	10	40.00
5 years to 6 years	1	33.33	7	31.82	8	32.00
Total	3	100.00	22	100.00	25	100.00

Table 22 shows that majority (72.00%) of the respondents stayed in their first jobs for three to six years while only two (8%) stayed for less than two years. This result signifies that the respondents showed loyalty to their employment. Specifically, among the male respondents, one (33.33%) stayed in his workplace for five to six years; one (33.33%) stayed for three years to less than 4 years; and one (33.33%) stayed for two years but less than three years. For the female respondents, nine (40.92%) of them stayed in their workplaces for three years but less than four years; seven (31.82%) stayed for two years up to less than three years.

Table 23. Ways in finding the respondent's first job

Ways in Finding the First Job	Male		Female		Total	
	Freq*	Rank	Freq*	Rank	Freq*	Rank
Response to an advertisement	0	-	8	4	8	4
As walk-in applicant	7	1	52	1	59	1
Recommended by someone	5	3	47	2	52	2
Information from friends	6	2	15	3	21	3
Job Fairs	0	-	6	5	6	5
Through the OJT	2	4	5	6	7	6

*Multiple response

Table 23 shows that the respondents found their first job as a walk-in applicant (Rank 1) and through the recommendations of others (Rank 2) while finding through job fairs (Rank5) and through OJT (Rank 6) were the least ways in finding the respondent's first job. This result signifies that the graduates are motivated to look for their employment after their graduation. Specifically, for both male and female respondents, being a walk-in applicant (Rank 1) and recommended by someone (Rank 2) were the top ways of finding their first job while through the OJT was the least.

Table 24. Length of time to land on the first job after graduation

Length of time	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
less than a month	3	42.86	19	36.54	22	37.29
1 to 6 months	2	28.57	27	51.92	29	49.15
7 to 11 months	1	14.29	3	5.77	4	6.78
1 year to < 2 years	1	14.29	2	3.85	3	5.08
2 years to < 3 years	0	0.00	1	1.92	1	1.69
Total	7	100.00	52	100.00	59	100.00

Table 24 shows that majority (86.44%) of the respondents were able to land on their first jobs in six months or less after graduation while the remaining 13.55% were able to land on their first job for seven months to less than three years. This result signifies that the graduates were eager to have their employment after graduation. Specifically, for both male and female respondents, majority of them landed in their first jobs in less than six months after graduation.

Table 25. Job level position in the first job.

Job Level	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Rank or Clerical	7	100.00	52	100.00	59	100.00

Table 25 shows that all the respondents have a rank or clerical position in their employment. This result implies that fresh graduates usually occupy rank or clerical positions when employed after their graduation.

Table 26. Gross salary in the first job

Gross Salary (Php)	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
5,001-15,000	7	100.00	52	100.00	59	100.00

Table 26 shows that all the respondents have salaries from Php 5,001 to Php 15,000.00. This result is related to the result in Table 25 which shows that the salary range is for the rank or clerical position.

Table 27. Length of stay in the first job before changing jobs.

Length of stay	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
1 to 6 months	0	0.00	16	53.33	16	47.06
7 months - 11 months	1	25.00	4	13.33	5	14.71
1 year to < 2 years	2	50.00	8	26.67	10	29.41
2 years to < 3 years	1	25.00	0	0.00	1	2.94
3 years to < 4years	0	0.00	2	6.67	2	5.88
Total	4	100.00	30	100.00	34	100.00

Table 27 shows that majority (47.06%) of the respondents stayed for one to six months in their first job before changing and 10 (29.41%) of them stayed for one to less than two years. Only one (2.94%) of the respondents stayed in the job for two years but less than three years before changing their jobs. This result is related to Table 19 and Table 28.

Table 28. Reasons for changing the first job

Reasons of Changing Jobs	Male		Female		Total	
	Freq*	Rank	Freq*	Rank	Freq	Rank
Salaries and Benefits	4	1.5	30	1	34	1
Career Challenges	3	3	26	2	29	2
More opportunities to develop	4	1.5	23	3	27	3

*Multiple Response

Table 28 shows that salaries and benefits (Rank 1) were the main reason for the respondents changing their first job. Career challenges (Rank 2) and having more opportunities to develop (Rank 3) were the other reasons. This result signifies that the respondents possibly want higher salaries and more benefits in their employment.

Suggestions to improve the BSCM Curriculum. The respondents suggested several improvements to enhance the curriculum of the BS in Cooperative Management Program. They emphasized the need to involve students in the managerial and operational aspects of cooperatives during their on-the-job training (OJT). Expanding the duration of OJT would allow students to conduct more cooperative research and make the laboratory cooperative more productive, providing a richer learning experience. Additionally, deploying students to various successful cooperatives in the region would help them gain a practical understanding of cooperative principles and inspire them with real-world applications. Exposure to medium and large cooperatives would further develop their capabilities in cooperative management. Engaging students in research and observation of specific cooperatives would give them a deeper understanding of actual organizational operations. More training and seminars were also recommended to enhance students' skills in the field of cooperatives. Strengthening the curriculum with additional accounting units and topics on banking and finance was highlighted as beneficial. Encouraging students to be more active in school activities and improving the cooperative laboratory were also suggested to enrich their educational experience.

IV. CONCLUSION AND RECOMMENDATIONS

The study concluded that the productivity levels of the faculty members of the College along research and extension are influenced by their levels of job motivation, job satisfaction, work commitment, teaching competence and personal and social qualities while the productivity level along instruction was affected only by the personal and social qualities. The study recommends the following: the faculty members should attend to training, seminars, conference, workshops and other capability enhancement activities on self-improvement and development to improve their levels of job motivation, job satisfaction work commitment, personal and social and personal qualities and teaching competence; should undergo more capability enhancement training, seminar, conference and workshops to increase their levels of productivity along instruction to improve their capabilities in delivering quality education to students; and capacitate themselves by attending training, seminars, workshops and other capability enhancement activities specifically on the preparation of outcomes-based programs, projects, and activities (PPAs) to improve their research and extension capabilities.

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