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Survey of Graduates of Bachelor in Industrial Technology

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Abstract *- In the dynamic landscape of industrial technology, understanding the trajectories and perspectives of graduates is essential. This survey study explores the experiences, insights, and aspirations of graduates from the Bachelor in Industrial Technology program at Pangasinan State University Lingayen Campus. Nestled within a vibrant academic community, this flagship program epitomizes excellence in technical education, fostering creativity and practicality. Through a descriptive-quantitative research design, graduates' experiences were systematically elucidated using a structured survey questionnaire. The methodology employed purposive sampling, ensuring representation across demographics and academic performance. Ethical standards were rigorously upheld, with participant anonymity and confidentiality maintained. Descriptive statistical techniques were applied to analyze quantitative data, yielding valuable insights into program satisfaction, career employment, and industry readiness. The study serves not only as an academic exercise but also as a testament to the enduring spirit of innovation in industrial technology. Its findings offer a panoramic view of graduates' journeys, informing program enhancement and broader academic discourse.*

Keywords – Survey of graduates, tracer study, alumni, Bachelor in Industrial Technology, Pangasinan State University

INTRODUCTION

In the ever-evolving landscape of industrial technology, understanding the trajectories and perspectives of its graduates is pivotal. The Bachelor in Industrial Technology, a flagship program of Pangasinan State University Lingayen Campus, stands as a beacon of innovation, molding individuals into the architects of tomorrow's technological advancements. This survey embarks on a profound journey, delving into the experiences, insights, and aspirations of those who have traversed the corridors of this esteemed program.

Nestled within the vibrant academic community of Pangasinan State University Lingayen Campus, the Bachelor in Industrial Technology program exemplifies the institution's commitment to excellence in technical education. Underpinned by a rich legacy of academic rigor and practical application, this program serves as a crucible where creativity meets craftsmanship. Through a rigorous curriculum and hands-on experiences, graduates emerge not just as passive recipients of knowledge, but as active agents of change poised to revolutionize industries.

As the nexus between theory and application, industrial technology transcends mere education; it fosters a mindset steeped in ingenuity and practicality. Against the backdrop of rapid technological proliferation, the significance of this study is unmistakable. By illuminating the paths taken by graduates, it provides invaluable insights into the efficacy of the program and its alignment with the demands of the contemporary industrial landscape. Moreover, it offers a panoramic view of the

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diverse avenues that await those embarking on careers in industrial technology, from manufacturing to logistics, from renewable energy to robotics.

However, beyond the pragmatic considerations lie the human narratives that underpin this exploration. Each graduate represents a unique amalgamation of aspirations, challenges, and triumphs. Through their voices, this study seeks to capture the essence of their journey, revealing not only the professional outcomes but also the personal growth and transformation fostered by their educational odyssey.

In essence, this survey endeavors to be more than a mere academic exercise; it aims to be a testament to the enduring spirit of innovation that courses through the veins of industrial technology. As the researchers embark on this voyage of discovery, it invites the academe and researchers to unravel the tapestry of experiences that define the graduates of Bachelor in Industrial Technology at Pangasinan State University Lingayen Campus, for within the stories of graduates lies the blueprints of tomorrow's technological landscape.

OBJECTIVES OF THE STUDY

The primary objective of the study is to trace the trajectories of the L-Bachelor in Industrial Technology graduates from the batches 2021, 2022 and 2023. Specifically, it aims to:

1. To assess the overall satisfaction levels of graduates with the Bachelor in Industrial Technology program at Pangasinan State University Lingayen Campus.
2. To identify the career paths pursued by graduates of the Bachelor in Industrial Technology program and evaluate their alignment with the program's objectives.
3. To investigate the professional achievements and contributions of graduates in their respective fields following completion of the Bachelor in Industrial Technology program.
4. To gather feedback from graduates on potential areas for improvement or enhancement of the Bachelor in Industrial Technology program.
5. To contribute insights and recommendations for curriculum development and program enhancement based on the experiences and perspectives of graduates.

MATERIALS AND METHOD

The methodology for this study employs a descriptive-quantitative research design aimed at systematically elucidating the experiences and viewpoints of graduates from the Bachelor in Industrial Technology program at Pangasinan State University Lingayen Campus. A purposive sampling approach was undertaken to select graduates who completed their studies between 2021 to 2023, ensuring representation across various demographic and academic performance categories. A structured survey questionnaire served as the primary data collection instrument, probing aspects such as program satisfaction, career employment, industry readiness, and post-graduation accomplishments. The survey was administered electronically via Google Forms, guaranteeing participant anonymity and confidentiality, with follow-up reminders to bolster response rates. Subsequently, descriptive statistical techniques were employed to analyze the gathered quantitative data, utilizing measures like frequencies, percentages, and means, to succinctly summarize the findings and offer a comprehensive understanding of graduates' experiences. Ethical standards were stringently adhered to throughout the research process, ensuring the voluntary participation and privacy of respondents. Pilot testing of the survey instrument was conducted to ascertain its validity and reliability, with necessary refinements implemented based on feedback. Finally, the research outcomes will be disseminated through academic channels, furnishing valuable insights for the enhancement of the program and broader academic discourse.

RESULTS AND DISCUSSION

Table 1. Bachelor in Industrial Technology Graduates by Year

YEAR GRADUATED	NO. OF RESPONDENTS	PERCENTAGE
2021	39	8.48%
2022	183	39.78%
2023	238	51.74%
TOTAL	460	100.00%

The consistent upward trend in the number of graduates from 2021 to 2023, as depicted in Table 1, signifies a positive trajectory for the Industrial Technology program. The substantial increase in the total number of graduates over these years reflects a growing interest and engagement with the program. This trend may indicate that the curriculum and offerings of the program have resonated well with students, leading to increased enrollment and completion rates.

The significant rise in the number of graduates from 2021 to 2023 suggests that the Industrial Technology program has been successful in attracting and retaining students. The program's ability to adapt to the evolving needs of the industry and provide relevant and practical education may have contributed to its popularity among students. The positive response to the program highlights its effectiveness in preparing students for their future careers in the industrial sector.

Moreover, the fact that the majority of graduates are from the most recent year, 2023, indicates a continuous growth in enrollment or completion rates. This trend not only underscores the program's sustained appeal but also suggests that it continues to attract new students while retaining existing ones. The increasing number of graduates in the most recent year may also reflect positive word-of-mouth recommendations from current students and alumni, further enhancing the program's reputation and desirability.

Table 3. Bachelor in Industrial Technology Total Graduates

MAJOR OF SPECIALIZATION	TOTAL GRADUATES	PERCENTAGE
Automotive Technology	89	19.35%
Clothing & Fashion Technology	23	5.00%
Drafting & Graphics Design Technology	51	11.09%
Electrical Technology	93	20.22%
Electronics Technology	44	9.56%
Food Service Management Technology	131	28.48%
Mechanical Technology	29	6.30%
Total	460	100.00%

Table 3 offers a comprehensive breakdown of Bachelor in Industrial Technology Total Respondents of Graduates by Major of Specialization, providing a detailed overview of

the distribution of graduates across various fields within the program. This analysis delves deeper into the career paths chosen by graduates and sheds light on the diverse interests and specializations within the industrial sector.

The data reveals that Food Service Management Technology emerges as the most prominent specialization, with 78 respondents representing 37.69% of the total. This significant representation underscores the program's success in preparing students for roles in the dynamic and fast-paced food service industry. Graduates specializing in Food Service Management Technology are equipped with the necessary skills and knowledge to excel in areas such as restaurant management, culinary arts, and hospitality operations. The high number of respondents in this field reflects the program's alignment with industry demands and the growing opportunities in the food service sector.

Similarly, Automotive Technology stands out as a popular choice among graduates, with 51 respondents comprising 24.64% of the total. This specialization caters to individuals interested in automotive engineering, vehicle design, and manufacturing processes. The program's emphasis on Automotive Technology equips students with technical expertise and practical skills essential for success in the automotive industry. The substantial representation of graduates in this field indicates a strong interest and demand for professionals in the automotive sector, highlighting the program's relevance and effectiveness in preparing students for careers in this competitive industry.

Electronics Technology and Drafting & Graphics Design Technology also demonstrate significant representation, with 24 and 21 respondents, respectively. These specializations appeal to students with interests in electronics engineering, circuit design, and graphic arts. Graduates specializing in these fields are well-prepared to pursue careers in electronics manufacturing, product design, and graphic design. The program's focus on these areas ensures that students acquire the technical skills and creative abilities needed to thrive in the ever-evolving electronics and design industries.

While Clothing & Fashion Technology, Electrical Technology, and Mechanical Technology show relatively lower representation in terms of respondents, they nonetheless provide valuable career pathways for graduates interested in fashion design, electrical systems, and mechanical engineering. These specializations offer diverse opportunities for students to explore their interests and pursue careers in niche areas within the industrial sector, showcasing the program's versatility in catering to a wide range of career aspirations.

Table 4. Traced and Untraced Graduates of Bachelor in Industrial Technology

MAJOR OF SPECIALIZATION	FREQ	TRACED	UNTRACED
AUTOMOTIVE TECHNOLOGY	51/89	57.30%	42.70%
CLOTHING & FASHION TECHNOLOGY	3/23	13.04%	86.96%
DRAFTING & DESIGN TECHNOLOGY	21/51	41.18%	58.82%
ELECTRICAL TECHNOLOGY	21/93	22.58%	77.52%
ELECTRONICS TECHNOLOGY	24/44	54.54%	45.46
FOOD SERVICE MANAGEMENT TECHNOLOGY	78/131	59.54%	40.46%
MECHANICAL TECHNOLOGY	9/29	31.03%	68.97%

TOTAL	207/460	45.00%	55.00%

Table 4 provides insights into the distribution of Traced and Untraced graduates of Bachelor in Industrial Technology across different specializations. This data offers valuable information on the tracking and follow-up of graduates within the program and presents implications for the effectiveness of the program in monitoring and supporting its alumni.

The table reveals the percentage of graduates that have been Traced and Untraced within each specialization. For instance, in Automotive Technology, 57.30% of graduates have been Traced, while 42.70% remain Untraced. This information indicates the program's ability to maintain contact and track the career progress of a significant portion of its Automotive Technology graduates. The high Traced percentage suggests that the program has established effective mechanisms for alumni engagement and follow-up, potentially offering support and resources to graduates as they navigate their professional journeys.

Conversely, in Clothing & Fashion Technology, only 13.04% of graduates have been Traced, with 86.96% classified as Untraced. This lower Traced percentage may indicate challenges in maintaining contact with alumni from this specialization, potentially highlighting areas for improvement in alumni outreach and communication strategies. Enhancing efforts to track and engage with graduates from Clothing & Fashion Technology could help strengthen the program's alumni network and support system.

The percentages provide valuable insights into the program's success in monitoring the career progress and outcomes of its alumni, as well as areas where additional support and engagement may be needed. By effectively tracking and supporting graduates, the program can enhance alumni relations, gather feedback for program improvement, and provide ongoing assistance to alumni as they navigate their professional paths within the industrial sector.

Table 5. Sex of the Bachelor in Industrial Technology Graduates

GENDER	NO. OF RESPONDENTS	PERCENTAGE
MALE	117	56.52%
FEMALE	90	43.48%
TOTAL	207	100%

Table 5 presents the distribution of Bachelor in Industrial Technology Graduates based on gender, providing insights into the gender representation within the program. This data sheds light on the male-female ratio among graduates and offers implications for gender diversity and inclusivity within the industrial technology field.

The table shows that out of the total 207 respondents, 117 graduates are male, representing 56.52% of the cohort, while 90 graduates are female, accounting for 43.48%. This data highlights a slightly higher representation of male graduates compared to female graduates within the Bachelor in Industrial Technology program.

The gender distribution within the program carries implications for gender diversity and inclusivity in the industrial technology sector. While the data indicates a higher proportion of male graduates, efforts can be made to promote and support gender diversity within the program. Encouraging more female participation in industrial technology education can help bridge the gender gap in STEM-related

fields and create a more inclusive and diverse workforce.

Increasing the representation of female graduates in industrial technology programs can bring diverse perspectives, skills, and talents to the industry. It can also help address gender disparities in traditionally male-dominated fields and promote equal opportunities for all individuals interested in pursuing careers in industrial technology.

Table 6. Age of Bachelor in Industrial Technology Graduates

AGE	NO. RESPONDENTS	PERCENTAGE
21-25	165	79.71%
26-30	25	12.08%
31-35	5	2.41%
36-40	12	5.80%
TOTAL	207	100.00%

Table 6 provides insights into the age distribution of Bachelor in Industrial Technology Graduates, showcasing the distribution of respondents across different age groups within the program. This data offers valuable information on the age demographics of graduates and presents implications for the program's appeal to different age cohorts and the potential career trajectories of graduates.

The table reveals that the majority of respondents, 79.71%, fall within the 21-25 age group, indicating that a significant proportion of graduates are relatively young and early in their careers. This suggests that the Bachelor in Industrial Technology program attracts a considerable number of young individuals seeking to kickstart their careers in the industrial technology sector. The high representation of graduates in the 21-25 age group underscores the program's appeal to recent graduates and individuals entering the workforce for the first time.

In contrast, the data shows smaller percentages of respondents in older age groups, with 12.08% in the 26-30 age group, 2.41% in the 31-35 age group, and 5.80% in the 36-40 age group. These percentages indicate a gradual decline in the number of graduates as age increases, reflecting a trend towards younger individuals pursuing education in industrial technology. The lower representation of older age groups may suggest that the program is more commonly attended by younger students or individuals early in their careers.

The age distribution within the program carries implications for the career trajectories and professional development of graduates. Younger graduates in the 21-25 age group may be entering the workforce with fresh perspectives, energy, and enthusiasm, bringing new ideas and innovation to the industrial technology sector. On the other hand, older graduates in the 26-40 age groups may bring valuable work experience, skills, and maturity to their roles, contributing to the diversity and expertise within the industry.

Table 7. Civil Status of the Bachelor in Industrial Technology Graduates

CIVIL STATUS	NO. OF RESPONDENTS	PERCENTAGE
SINGLE	195	94.20%
MARRIED	12	5.80%

TOTAL	207	100.00%

Table 7 presents the civil status distribution of Bachelor in Industrial Technology Graduates, offering insights into the marital status of respondents within the program. This data provides valuable information on the relationship status of graduates and offers implications for their personal and professional lives.

The table reveals that the majority of respondents, accounting for 94.20% of the total, are single. This high percentage indicates that a significant proportion of graduates from the Bachelor in Industrial Technology program are unmarried. The prevalence of single graduates suggests that many individuals within the program are focused on their education, early career development, and personal growth before committing to marriage or family responsibilities.

On the other hand, the data shows that a smaller percentage of respondents, 5.80%, are married. This indicates that a minority of graduates have chosen to enter into marriage while pursuing their education and career in industrial technology. The representation of married graduates highlights the diversity of experiences and responsibilities among individuals within the program, showcasing the balancing act of managing both personal and professional commitments.

The civil status distribution within the program carries implications for the personal and professional lives of graduates. Single graduates may have more flexibility and independence to focus on their careers, pursue advanced education, and explore opportunities for growth and development within the industrial technology sector. On the other hand, married graduates may bring unique perspectives, responsibilities, and life experiences to their roles, enriching the diversity and dynamics of the workforce.

Table 8. Examinations Taken and Passed (PRC, CSC, TESDA) by the Bachelor in Industrial Technology Graduates

EXAMINATION PASSED	NO. OF RESPONDENTS	PERCENTAGE
PRC	7	3.38%
CIVIL SERVICE	33	15.94%
TESDA NC	154	74,40%
NONE	13	6.28%
TOTAL	207	100.00%

Table 8 provides insights into the examinations taken and passed by Bachelor in Industrial Technology Graduates, showcasing the distribution of respondents across different professional examinations. This data offers valuable information on the certification and licensure achievements of graduates and presents implications for their career readiness and advancement within the industrial technology sector.

The table reveals that a significant percentage of respondents, 74.40%, have passed the TESDA NC examination. This high representation indicates that the majority of graduates have successfully obtained the Technical Education and Skills Development Authority National Certification (TESDA NC), demonstrating their competency and skills in specific technical fields. The successful completion of the TESDA NC examination reflects the program's emphasis on practical skills development and industry-relevant training, equipping graduates with the qualifications

needed to excel in their chosen fields within the industrial sector.

Additionally, the data shows that 15.94% of respondents have passed the Civil Service examination, indicating a substantial number of graduates who have obtained certification in public service positions. The successful completion of the Civil Service examination showcases graduates' eligibility for government roles and positions that require civil service qualifications.

This achievement broadens graduates' career opportunities and opens doors to employment in the public sector, contributing to the diversification of career paths within the industrial technology field.

Furthermore, a smaller percentage of respondents, 3.38%, have passed the Professional Regulation Commission (PRC) examination. The successful completion of the PRC examination signifies graduates' attainment of professional licensure in specific fields regulated by the PRC, such as engineering or architecture. This achievement demonstrates graduates' commitment to meeting industry standards and obtaining the necessary credentials to practice in regulated professions within the industrial technology sector.

Lastly, 6.28% of respondents have not taken or passed any of the mentioned examinations. While this percentage is relatively small, it may indicate opportunities for graduates to further enhance their qualifications, pursue additional certifications, or explore pathways for professional development and advancement within the industrial technology field.

Table 9. Employment Status of Bachelor in Industrial Technology Graduates

ARE YOU EMPLOYED	NO. OF RESPONDENTS	PERCENTAGE
YES	185	89.37%
NO	22	10.63%
TOTAL	207	100.00%

Table 9 presents the employment status of Bachelor in Industrial Technology Graduates, offering insights into the professional outcomes and career paths of respondents within the program. This data provides valuable information on the employment rates of graduates and presents implications for their job readiness, industry placement, and career progression within the industrial technology sector.

The table reveals that a significant percentage of respondents, 89.37%, are currently employed. This high representation indicates that the majority of graduates from the Bachelor in Industrial Technology program have successfully secured employment within the industrial technology sector or related fields. The strong employment rate reflects the program's effectiveness in preparing graduates for the workforce, equipping them with the skills, knowledge, and practical experience needed to secure jobs and excel in their chosen careers.

On the other hand, the data shows that 10.63% of respondents are currently unemployed. While this percentage is relatively small compared to employed graduates, it signifies a portion of graduates who are still seeking employment opportunities or transitioning into the workforce. The unemployment rate may reflect challenges in the job market, individual career preferences, or factors influencing graduates' job search and placement within the industrial technology sector.

The employment status distribution within the program carries implications for graduates' career readiness, industry placement, and professional development. The high percentage of employed graduates indicates that the Bachelor in Industrial Technology program effectively prepares individuals for successful entry into the workforce, providing them with the necessary skills and qualifications to secure employment and contribute meaningfully to their respective fields.

For unemployed graduates, the program may consider offering additional career support services, job placement assistance, or professional development opportunities to help facilitate their transition into employment. Addressing the needs of unemployed graduates and providing resources for job search, networking, and skill enhancement can enhance their prospects for securing meaningful employment within the industrial technology sector.

Table 10. Reason for Bachelor in Industrial Technology Graduates for Unemployment

REASON OF UNEMPLOYMENT	NO. OF RESPONDENTS	PERCENTAGE
ENDO (End of Contract)	5	2.42%
FAMILY CONCERN	3	1.45%
NO JOB OPPORTUNITY	3	1.45%
PREGNANT	4	1.93%

WAITING FOR A NEW JOB	7	3.38%
NONE	185	89.37%
TOTAL	207	100.00%

Table 10 presents the reasons for unemployment among Bachelor in Industrial Technology Graduates, offering insights into the factors influencing graduates' employment status within the program. This data provides valuable information on the challenges and circumstances that may contribute to graduates' unemployment and presents implications for career development, job placement, and support services within the industrial technology sector.

The table reveals that the majority of respondents, 89.37%, cited "None" as the reason for their unemployment. This high representation indicates that a significant portion of graduates are not currently employed due to reasons unrelated to specific factors such as job opportunities, family concerns, or personal circumstances. The "None" category may encompass graduates who are actively seeking employment, transitioning between jobs, or exploring career options within the industrial technology sector.

Among the specified reasons for unemployment, a small percentage of respondents cited various factors such as "ENDO" (End of Contract), "Family Concern," "No Job Opportunity," "Pregnancy," and "Waiting for a New Job." These reasons highlight specific circumstances that may impact graduates' ability to secure employment, such as contractual limitations, personal obligations, limited job opportunities, or transitional periods between jobs.

The distribution of reasons for unemployment within the program carries implications for graduates' job search strategies, career development, and support needs. Addressing specific challenges such as contractual arrangements, family concerns, or limited job opportunities can help graduates navigate the complexities of the job market and overcome barriers to employment within the industrial technology sector.

For graduates waiting for new job opportunities, the program may consider offering job placement assistance, networking opportunities, or career counseling services to support their transition into new roles. Providing resources and support tailored to graduates' specific needs and circumstances can enhance their prospects for securing meaningful employment and advancing their careers within the industrial technology field.

Table 11. Number of Jobs of Bachelor in Industrial Technology Graduates

NO. OF JOBS	NO. OF RESPONDENTS	PERCENTAGE
5 or more	12	5.80%
4	5	2.42%
3	15	7.25%
2	48	23.19%
1	127	61.34%
TOTAL	207	100.00%

Table 11 presents the number of jobs held by Bachelor in Industrial Technology Graduates, offering insights into the employment history and job mobility of respondents within the program. This data provides valuable information on the frequency of job changes or job stability among graduates and presents implications for career progression, industry placement, and skill development within the industrial technology sector.

The table reveals that the majority of respondents, 61.34%, have held only one job since graduation. This high percentage suggests that a significant proportion of graduates have experienced job stability, maintaining long-term employment within their respective fields or organizations. Graduates who have held one job since graduation may have found employment opportunities that align with their career goals and provide opportunities for growth and advancement within the industrial technology sector.

On the other hand, a notable percentage of respondents, 23.19%, have held two jobs, indicating a level of job mobility and potentially seeking new opportunities or career advancement. Graduates who have held multiple jobs may have chosen to explore different roles, industries, or career paths to broaden their skill sets, gain diverse experiences, or pursue new challenges within the industrial technology sector.

Furthermore, the data shows that a smaller percentage of respondents have held three jobs (7.25%), four jobs (2.42%), or five or more jobs (5.80%). These percentages suggest a greater degree of job mobility or a preference for frequent changes in career paths among these graduates. Job changers may seek new challenges, higher positions, or better opportunities for career growth within the industrial technology sector.

The distribution of the number of jobs held by graduates within the program carries implications for career development, industry placement, and skill acquisition. Graduates who have held one job since graduation may have gained extensive experience and specialized knowledge within their specific roles or industries, positioning themselves as experts in their respective fields. On the other hand, graduates who have held multiple jobs may have acquired diverse skills, adaptability, and a broader understanding of different aspects of the industrial technology sector.

The program can leverage these implications by providing guidance and support for graduates at various stages of their career journeys. Offering resources for career exploration, skill development, and networking can help graduates navigate their job searches, make informed career decisions, and capitalize on opportunities for advancement within the industrial technology sector.

Table 12. Nature of Employment of Bachelor in Industrial Technology Graduates

NATURE OF EMPLOYMENT	NO. RESPONDENTS	PERCENTAGE
JOB ORDER / CASUAL / CONTRACTUAL	57	27.54%
TEMPORARY / PROBISIONARY	39	18.84%
PERMANENT / REGULAR	77	37.19%
SELF- EMPLOYED	12	5.80%
NONE	22	10.63%

TOTAL	207	100.00%

Table 12 provides insights into the nature of employment among Bachelor in Industrial Technology Graduates, showcasing the distribution of respondents across different employment categories. This data offers valuable information on the employment status and job arrangements of graduates within the program and presents implications for job security, career stability, and entrepreneurial opportunities within the industrial technology sector.

The table reveals that a significant percentage of respondents, 37.19%, are employed in permanent or regular positions. This high representation indicates that a substantial portion of graduates have secured stable and long-term employment within their respective fields or organizations. Permanent or regular employment offers job security, benefits, and opportunities for career growth and advancement within the industrial technology sector.

Additionally, the data shows that 27.54% of respondents are employed in job order, casual, or contractual positions, while 18.84% are in temporary or probationary roles. These categories of employment may offer varying levels of job security and duration, with contractual positions typically being project-based or time-bound, and temporary roles serving as stepping stones to permanent positions. Graduates in these categories may experience fluctuations in employment terms, project-based assignments, or opportunities for transitioning to more stable roles within the industrial technology sector.

Furthermore, a smaller percentage of respondents, 5.80%, are self-employed, indicating a level of entrepreneurship and autonomy among graduates. Self-employment offers individuals the opportunity to create their businesses, pursue freelance work, or engage in entrepreneurial ventures within the industrial technology sector. Self-employed graduates may leverage their skills, expertise, and innovative ideas to establish their presence in the industry and contribute to its growth and development.

The distribution of the nature of employment within the program carries implications for job stability, career progression, and entrepreneurial opportunities among graduates. Permanent or regular employment offers graduates a sense of security, benefits, and opportunities for long-term growth within established organizations. Contractual, temporary, and self-employment arrangements provide flexibility, diverse experiences, and opportunities for innovation and independence within the industrial technology sector.

The program can leverage these implications by offering career development resources, job placement assistance, and entrepreneurial support services to graduates across different employment categories. Guiding on navigating job markets, transitioning between roles, and exploring entrepreneurial ventures can help graduates make informed career decisions, capitalize on growth opportunities, and thrive in the dynamic industrial technology landscape.

Table 13. Place of Work of Bachelor in Industrial Technology Graduates

PLACE OF WORK	NO. OF RESPONDENTS	PERCENTAGE
INTERNATIONAL /ABROAD	3	1.45%
NATIONAL / REGIONAL	90	43.48%
LOCAL (WITHIN PANGASINAN)	92	44.44%
NONE	22	10.63%

TOTAL	207	100.00%

Table 13 presents the distribution of the place of work among Bachelor in Industrial Technology Graduates, offering insights into the geographic locations of employment for respondents within the program. This data provides valuable information on the regional and international employment patterns of graduates and presents implications for career opportunities, mobility, and industry placement within the industrial technology sector.

The table reveals that a significant percentage of respondents, 44.44%, work locally within Pangasinan. This high representation indicates that a substantial portion of graduates are employed in local industries, organizations, or businesses within the Pangasinan region. Local employment offers graduates opportunities to contribute to the local economy, engage with community initiatives, and build professional networks within their immediate geographic area.

Additionally, 43.48% of respondents work nationally or regionally, indicating a broader scope of employment across the country or within specific regions. National or regional employment provides graduates with opportunities to explore diverse industries, access a wider range of career options, and contribute to the development of industrial technology sectors on a larger scale. Working at a national or regional level may offer graduates exposure to different markets, industries, and professional networks, enhancing their career prospects and industry knowledge.

On the international front, a small percentage of respondents, 1.45%, work abroad or internationally. International employment offers graduates the opportunity to gain global experience, exposure to diverse cultures, and access to international markets within the industrial technology sector. Working abroad allows graduates to expand their skills, knowledge, and professional networks on a global scale, contributing to their personal and professional growth within the industry.

The distribution of the place of work within the program carries implications for graduates' career mobility, industry exposure, and professional development. Local employment offers graduates stability, community engagement, and opportunities for contributing to the local economy. National, regional, and international employment provides graduates with diverse experiences, industry exposure, and opportunities for career advancement on a broader scale, enhancing their skills, knowledge, and global perspectives within the industrial technology sector.

The program can leverage these implications by offering resources for career exploration, job placement assistance, and networking opportunities tailored to graduates' geographic preferences and career aspirations. Guiding on navigating local, national, regional, and international job markets can help graduates make informed decisions, explore diverse opportunities, and pursue rewarding careers within the industrial technology sector, both locally and globally.

Table 14. Nature of Work of Bachelor in Industrial Technology Graduates

NATURE OF WORK	NO. OF RESPONDENTS	PERCENTAGE
GOVERNMENT / PUBLIC	90	43.48%
PRIVATE	95	45.89%
NONE	22	10.63%

TOTAL	207	100.00%

Table 14 presents the distribution of the nature of work among Bachelor in Industrial Technology Graduates, offering insights into the employment sectors and organizational settings of respondents within the program. This data provides valuable information on the employment landscape, sectoral preferences, and career paths of graduates and presents implications for industry engagement, professional development, and organizational diversity within the industrial technology sector.

The table reveals that a significant percentage of respondents, 45.89%, work in the private sector. This high representation indicates that a substantial portion of graduates are employed in private industries, companies, or organizations within the industrial technology sector. Private sector employment offers graduates opportunities for innovation, industry specialization, and career growth within a diverse range of private enterprises, contributing to the dynamism and competitiveness of the sector.

Additionally, 43.48% of respondents work in government or public sector roles. Government or public sector employment provides graduates with opportunities to contribute to public service initiatives, policy development, and regulatory frameworks within the industrial technology sector. Working in the government sector allows graduates to engage in public projects, infrastructure development, and industry regulations, shaping the industry landscape and fostering public-private collaboration for sectoral growth.

On the other hand, 10.63% of respondents indicated that they are not currently employed. While this percentage is relatively small compared to employed graduates, it signifies a portion of graduates who may be in transition, seeking new opportunities, or exploring different career paths within the industrial technology sector. Unemployment may also present opportunities for graduates to pursue further education, training, or entrepreneurial ventures to enhance their skills and industry engagement.

The distribution of the nature of work within the program carries implications for graduates' sectoral engagement, career development, and industry impact. Private sector employment offers graduates opportunities for innovation, specialization, and industry growth within dynamic private enterprises. Government or public sector roles provide opportunities for public service, policy influence, and regulatory engagement, contributing to sectoral development and governance within the industrial technology landscape.

The program can leverage these implications by offering resources for sectoral exploration, career guidance, and industry networking tailored to graduates' sectoral preferences and career aspirations. Providing support for public-private collaboration, industry engagement, and professional development can help graduates navigate diverse career paths, contribute to sectoral growth, and drive innovation within the industrial technology sector.

Table 15. Length of Service

LENGTH OF SERVICE	NO. OF RESPONDENTS	PERCENTAGE
LESS THAN 6 MONTHS	75	36.23%
7-12 MONTHS	60	28.99%
12-18 MONTHS	18	8.70%
19-24 MONTHS	22	10.63%

25 MONTHS ABOVE	12	5.80%
NONE	20	9.65%
TOTAL	207	100.00%

Table 15 provides insights into the length of service among Bachelor in Industrial Technology Graduates, showcasing the distribution of respondents across different tenure durations within their current roles. This data offers valuable information on the job stability, career progression, and retention rates of graduates within the program and presents implications for professional growth, organizational commitment, and industry engagement within the industrial technology sector.

The table reveals that a significant percentage of respondents, 36.23%, have been in their current roles for less than 6 months. This high representation indicates that a substantial portion of graduates are relatively new to their positions, suggesting recent hires or job transitions within the industrial technology sector. Graduates with less than 6 months of service may be in the early stages of their roles, adapting to new responsibilities, and establishing themselves within their respective organizations.

Additionally, 28.99% of respondents have been in their current roles for 7-12 months, indicating a significant number of graduates who have passed the initial probationary period and are settling into their positions within the industrial technology sector. Graduates with 7-12 months of service may have gained familiarity with their roles, established relationships within their organizations, and begun to contribute to projects or initiatives within their respective fields.

Furthermore, the data shows that smaller percentages of respondents have been in their roles for 12-18 months (8.70%), 19-24 months (10.63%), and 25 months or above (5.80%). These percentages suggest a range of tenure durations among graduates, reflecting varying levels of experience, job stability, and career progression within the industrial technology sector. Graduates with longer tenures may have developed specialized skills, industry knowledge, and professional networks that contribute to their effectiveness and impact within their roles.

The distribution of the length of service within the program carries implications for graduates' job stability, career development, and organizational commitment. Graduates with shorter tenures may be in the process of acclimating to their roles, building relationships, and establishing themselves within their organizations. Graduates with longer tenures may have accumulated experience, expertise, and industry insights that enhance their contributions and effectiveness within their roles, positioning them for growth and advancement within the sector.

The program can leverage these implications by offering resources for onboarding, professional development, and career advancement tailored to graduates at different stages of their tenure. Providing support for job transitions, skill development, and organizational engagement can help graduates navigate their roles, contribute meaningfully to their organizations, and advance their careers within the industrial technology sector.

Table 16. Relevance of Job to Course

RELEVANCE OF JOB	NO. OF RESPONDENTS	PERCENTAGE
YES	166	80.20%
NO	21	10.15%

NONE	20	9.65%
TOTAL	207	100.00%

Table 16 presents the distribution of the relevance of jobs held by Bachelor in Industrial Technology Graduates to their course of study, offering insights into the alignment between graduates' employment and their educational background. This data provides valuable information on the career relevance, industry placement, and skills utilization of graduates within the program and presents implications for job satisfaction, professional growth, and industry engagement within the industrial technology sector.

The table reveals that a significant percentage of respondents, 80.20%, indicated that their current jobs are relevant to their course of study. This high representation indicates that the majority of graduates have secured positions that align closely with the skills, knowledge, and expertise acquired during their Bachelor in Industrial Technology program. Job relevance to the course of study suggests that graduates are effectively applying their educational background, technical skills, and industry knowledge in their current roles within the industrial technology sector.

On the other hand, 10.15% of respondents indicated that their current jobs are not relevant to their course of study. This percentage signifies a portion of graduates whose current roles may not directly align with the skills or knowledge acquired during their academic program. Job roles that are not directly related to the course of study may present opportunities for graduates to explore new career paths, develop transferable skills, or pivot into different sectors within the industrial technology field.

Furthermore, 9.65% of respondents indicated that their current jobs have no relevance to their course of study. This category may encompass graduates in roles that do not require specialized knowledge or technical skills obtained during their academic program. Jobs with no relevance to the course of study may offer opportunities for graduates to develop new competencies, explore different industries, or leverage transferable skills in diverse professional settings within the industrial technology sector.

The distribution of the relevance of jobs to the course of study within the program carries implications for graduates' career alignment, skill utilization, and professional development. Job roles that align closely with the course of study offer graduates opportunities to leverage their specialized knowledge, technical expertise, and industry insights, contributing to their job satisfaction, career progression, and industry impact within the industrial technology sector.

The program can leverage these implications by offering resources for career exploration, skills development, and industry networking tailored to graduates' career aspirations and educational backgrounds. Guiding leveraging academic knowledge, transferring skills, and aligning career paths with professional goals can help graduates maximize their potential, excel in their roles, and make meaningful contributions within the industrial technology sector.

CONCLUSION AND RECOMMENDATION

The Bachelor in Industrial Technology program has successfully prepared graduates for careers within the industrial technology sector, with a majority of respondents indicating job relevance to their course of study. Graduates have secured employment in diverse sectors, including government/public, private, and self-employment, showcasing a range of industry engagement and career paths. The employment landscape for graduates includes local, national/regional, and international opportunities, highlighting geographic diversity and industry exposure within the sector. Job stability and tenure durations vary among graduates, with a

significant portion holding long-term roles, while others are in transitional or exploratory phases of their careers. The program has seen a high employment rate among graduates, with the majority currently employed in various roles within the industrial technology sector.

Career Development Support: Offer career development resources, job placement assistance, and networking opportunities tailored to graduates' sectoral preferences and career aspirations to enhance industry engagement and professional growth.

Entrepreneurial Guidance: Provide resources and support for graduates interested in self-employment or entrepreneurship within the industrial technology sector to foster innovation and autonomy in career paths.

Industry Networking: Facilitate industry networking events, mentorship programs, and collaboration opportunities to connect graduates with industry professionals and enhance their industry knowledge and engagement.

Skill Enhancement Programs: Offer continuing education, skills development, and training programs to help graduates enhance their skill sets, stay competitive in the job market, and adapt to evolving industry needs.

Alumni Engagement: Establish alumni networks, career services, and ongoing support systems to maintain connections with graduates, gather feedback for program improvement, and provide assistance for career transitions and advancements within the sector.

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