

## **BIBLIOGRAPHY**

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## **ABSTRACT**

The study aimed to measure and know the current rate of employment, nature of jobs, time of employment, relationship of course taken to the job, factors that affects employment, reasons of being unemployed, reasons of being self – employed, effects of demographic profile, eligibilities, job experience and course graduated to employment, advantages, disadvantages, suggestions, and recommendations of Bachelor of Science in Agribusiness graduates from the year 2000 – 2010 of Benguet State University.

There were 158 graduates who responded; 58 males and 100 females;. The age of the respondents depends on the year graduated. 50 were married and 108 were single. 85 were Roman Catholic while 73 were Protestants. Most of the respondents majored in enterprise management than in cooperative management. There were few who have eligibilities.

The rate of employed is higher compared to unemployed and self – employed graduates. The employed graduates have entered into different kind of jobs. Most of the jobs were not related to the course taken. Major subjects were helpful than minor and

basic subjects. There were a lot of factors that affected the employed respondents when they seek employment that made it easy and difficult for them to be employed.

Reasons such as no job vacancy, looking for a job and others are agents for the respondents to be currently unemployed. Self – employed graduates were engaged in livelihood activities such as trading and farming.

Demographic profile, eligibility, job experience and course taken affected the graduates when they seek employment. The respondents mentioned many advantages such as, graduates can fit to any kind of job, they were given knowledge on how to put up their own business and manage it well and others. There were also disadvantages mentioned such as, the course was not that popular that made it hard for them to compete with graduates of commerce, business administration and others.

A lot of the respondents suggested that the subjects that are being taught should be updated and that IT subjects should be added to curriculum like the usage of computer programs that are useful in the course. These have a big help to students to compete after graduation.

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## INTRODUCTION

### Rationale

Agriculture plays a dominant role in the economy of a nation. The growing need for professional manpower to execute various functions in the agricultural sector has enhanced the importance of agri-business management courses. There are several institutes which offer post graduate diploma programs in agri-business management for the students who wish to build up a career in this field of work. The comprehensive courses offered by various institutions help the individuals acquire modern technical skills to implement in the areas of production, supply chain management, harvest management and other areas of the sector. The agri-business management programs offered by the reputed institutes help the students acquire the professional competence to deal with the various problems in the agricultural sector. Candidates can learn a lot about statistics for management, principles of general management, organizational behavior, financial management, marketing of agricultural inputs, agricultural output marketing, business laws and ethics and economic environment and policy. Moreover, students can also collect knowledge on marketing research, agricultural extension and rural advantage, human resource management, agricultural development policies and production and marketing rural advertising (Nair 2000).

Furthermore, agribusiness graduates will master problem solving and effective communication skills to face challenges encountered in their professional careers. Agribusiness students are required to participate in an internship during their studies since employers continue to place high importance on work-related experience when they evaluate and hire potential employees. While many people think of work in the



agricultural business as being focused mainly on farming, the truth is there are many different types of jobs associated with agribusiness. Many of these positions require intensive training as well as formal education at accredited institutions.

There is a continuing strong demand by agribusiness firms, ranging from large multinational corporations to emerging food manufacturing and input supply firms, for more and better employees trained in both management and the agricultural sciences. Students who have mastered economic and business concepts and agricultural sciences do extremely well in finding rewarding careers following graduation.

Agribusiness jobs are many and varied, it includes positions as: international and domestic traders, sales representatives in a seed, feed and fertilizer companies, analysts for railroads and transport companies, logistics managers, finance and credit officers, food company managers, experts with the foreign agriculture service; and analyst positions in market development organizations. In addition to a rewarding set of career opportunities following graduation, many students choose instead to continue with graduate studies to further develop their analytical and management skills. Although many graduates find successful careers in their places, others pursue their careers through out the nation and the world.

### Statement of the Problem

1. What is the current rate of employed, unemployed and self-employed graduates?
2. What is the nature of the careers or jobs of employed graduates of Bachelor of Science in Agribusiness?
3. Is the course that they graduated from the reason for their employment?



4. What are the reasons of unemployment of graduates?
5. What is the work or reason of being self – employed of graduates?
6. Is the demographic profile of the graduates such as age, sex, civil status, ability or qualification, job experience, course they graduated from, culture and religion affected them in seeking employment and their jobs?
7. What are the advantages and disadvantages of the graduates acquired from Agribusiness course?
8. What are the suggestions or recommendations of the graduates for the improvement of the course and the subjects offered in Agribusiness?

#### Objective of the Study

1. Determine the current rate of employed, unemployed and self-employed graduates.
2. Determine the nature of the careers or jobs of employed graduates of Bachelor of Science in Agribusiness.
3. Identify if the course that they graduated from the reason for their employment.
4. Determine the reasons of unemployment of graduates.
5. Determine the work or reason of being self – employed of graduates.
6. Determine if the demographic profile of the graduates such as age, sex, civil status, ability or qualification, job experience, course they graduated from, culture and religion affected them in seeking employment and their jobs.
7. Identify the advantages and disadvantages of the graduates acquired from Agribusiness course.





8. Know the suggestions or recommendations of the graduates for the improvement of the course and the subjects offered in Agribusiness.

### Importance of the Study

This study would determine the employment status of Bachelor of Science in Agribusiness graduates of Benguet State University. The result of this study could give information on the current conditions of the graduates. This study also would give information to students taking the same course what could be the job opportunities that they could have in the future.

Furthermore, the result would serve as a basis in decisions for the improvement of courses and curriculum of educational institutions offering Agribusiness courses and would also serve as a reference for researchers who want to know more about Agribusiness.

### Scope and Delimitations of the Study

The study was focused only to the Bachelor of Science in Agribusiness graduates of Benguet State University who were traced by the researcher. The respondents were graduates from year 2000 – 2010 with minimum number of five graduates from each year.



## REVIEW OF LITERATURE

### What is Agribusiness?

The term Agribusiness is defined in many ways such that these meanings are being understood in a wrong way. In agriculture, *agribusiness* is a generic term for the various businesses involved in food production, including farming and contract farming, seed supply, agrichemicals, farm machinery, wholesale and distribution, processing, marketing, and retail sales. The term has two distinctly different connotations depending on context. Within the agriculture industry, agribusiness is widely used simply as a convenient portmanteau of agriculture and business, referring to the range of activities and disciplines encompassed by modern food production. There are academic degrees in the departments of agribusiness, agribusiness trade associations, agribusiness publications, and so forth, worldwide. Here, the term is only descriptive, and is synonymous in the broadest sense with food industry (Wikipedia, 2001).

From the thoughts of Berry (2000) he defined agribusiness within a forum in the internet as an oxymoron, “Agri” meaning 'land' and business meaning business. Agriculture is life based on the care of the land. Business has always been the exploitation of something for profit. In short, if we combine “Agri” and “Business” it would explain a thought of a business using the land for profit.

Webster’s Dictionary defines agribusiness as "farming and the business associated with farming, as the processing of farm products, the manufacturing of farm equipment and fertilizers, etc. Reflecting the dictionary definition, Block (2001) has included in the definition of agribusiness as, "any firm whose profits are dependent on or derived from the eventual harvest of agricultural production or natural resources. An agribusiness



uniquely characterized by its on-going need to adapt to several forces including; the biological phenomena of nature, weather conditions, changing consumer preferences for foods and fiber and the global supply and demand for the products of this harvest.

There are still a lot of definitions of agribusiness, but more often than any other definition they relay the same meaning. The most important idea about agribusiness is it plays a very important role in the economy of a country.

### Need, Importance and Scope of Agribusiness Management

In an agrarian economy, agriculture is considered as the backbone of its economy. Agriculture has been practiced since ancient times, when other developmental sectors were not even in existence and farming was mostly treated as a life sustaining activity. Today, agriculture field has achieved commercial importance and has tremendous potential of being one of the powerful sectors contributing to nation's GDP. Due to the impact of globalization; production and marketing have become the buzz words in agriculture sector; biotechnology, precision farming; and various hi-tech and mechanized techniques have resulted in paradigm shift in agriculture. Besides government's special emphasis on privatization, public private partnership, farmer organizations too have contributed to the agricultural growth. Over and above, education plays a prime role in achieving the development in any sector. Currently, agribusiness education is one of the promising qualifications helps to mould the personnel in to potent managers having managerial expertise. To realize the real potential of agriculture and to grow it to the point of a prospective sector, it is a necessity to manage the sector like a professional



enterprise. The same can be expected by utilizing the agri-business managers having the qualities to serve the agriculture sector efficiently. (Patil, ND)

From the above statements of Mrs. Sharvari Patil a lecturer from India, we could say that even if the potential of agribusiness in our economy is big, it could not prosper if there will be no qualified managers who will manage. That is why Agribusiness courses are offered to train and mould effective persons in order that business in agriculture will prosper.

### Different Agribusiness Jobs

Tatum, M. wrote on his ad at the “WiseGeek” (2007) that many people think of work in the agricultural business as being focused mainly on farming, the truth is there are many different types of jobs associated with agribusiness. Here are some jobs mentioned by Tatum:

1. At the core of the roster of agribusiness jobs are those that are directly associated with agricultural production. This is the most familiar category to many people, since it includes both, family and commercial farmers, those who actively plant, nurture, and reap crops. Along with farmers, consultants like county agents help to determine what is planted where, how crops are rotated, and how the soil is replenished for future growing efforts.

2. Agribusiness jobs include career options that have to do with education related to the business side of agriculture. This includes instructors who help commercial farmers learn how to manage a larger farm operation to best effect, both in terms of cultivation and harvesting of crops, but also in matters such as establishing a corporate structure, setting goals, and the general processes necessary to successfully operate an agricultural



business. From this perspective, corporate consultants, accountants, and others who specialize in agriculture are among the most valuable of all agribusiness jobs.

3. Marketing and sales initiatives are also key examples of agribusiness jobs. Agribusiness companies looking for raw product to purchase must promote themselves to those who actually grow the crops. At the same time, growers must also attract the attention of large business that will want to buy what they grow. This means both sectors of the agricultural business world must have people who understand how to create a solid public relations plan, pursue marketing opportunities, and be able to close a sale successfully.

4. Networking experts are also among the more important agribusiness jobs today. Many different types of farming consortiums network with similar associations in groups in different states or even nations. The central organization that serves as the link between these local organizations often provides a wide range of services to the affiliates, in terms of learning conferences, discounts on business services, and opportunities to share experiences and opinions with each other. The successful creator of this type of network often finds that identifying the most effective means of communication and implementing those options helps everyone to be more successful with their business, which in turn strengthens the overall role of agribusiness in the world today.

Many of these positions require intensive training as well as formal education at accredited institutions.

Agribusiness jobs are many and varied, it includes positions such as: international and domestic traders, sales representatives in a seed, feed and fertilizer companies, analysts for railroads and transport companies, logistics managers, finance and credit



officers, food company managers, experts with the foreign agriculture service; and analyst positions in market development organizations. When looking for a lifetime career path, agribusiness is well worth consideration. With opportunities that make it possible to function on the front lines of cultivation, or support those efforts with expertise in financial, organizational, or communication functions, jobs of this type are likely to be rewarding on all levels, as well as make it possible to develop business relationships that extend across the globe.

### Status of Employment in the Philippines

The report of the Administrator of National Statistics Office of the Philippines (Ericta, 2010) states that the number of employed persons in January 2010 was estimated at 36.0 million, increasing by 5.0 percent over last years estimate of 34.3 million persons. This placed the current employment rate at 92.7 percent, which is not significantly different from the estimate reported last year at 92.3 percent. Of the estimated 36.0 million employed persons in January 2010, more than one-half (52.4%) worked in the services sector. The bulk of increase in employment (1.3 million) can be found with those employed in wholesale and retail trade, repair of motor vehicles, motorcycles and personal and household goods sub-sector comprising the largest sub-sector (19.6% of the total employed). Workers in the agriculture sector accounted for 32.8 percent of the total employed, with those engaged in the agriculture, hunting and forestry sub-sector making up the largest sub-sector (28.7% of the total employed). Only 14.8 percent of the total employed were in the industry sector, with the manufacturing sub-sector making up the largest percentage (8.4% of the total employed).



Furthermore, from the National Statistics Office March 2010 update, among the various occupation groups, employed persons were dominated by laborers and unskilled workers at 32.7 percent of the total employed persons in January 2010. Farmers, forestry workers and fishermen were the second largest group, accounting for 15.4 percent of the total employed. Employed persons fall into any of these categories: wage and salary workers, own account workers and unpaid family workers. Wage and salary workers are those who work for private households, private establishments, government or government corporations and those who work with pay in own-family operated farm or business. More than half (55.8%) of the employed persons were wage and salary workers, more than one-third (33.6%) were own-account workers, and 10.6 percent were unpaid family workers. Among the wage and salary workers, those working for private establishments comprised the largest proportion (41.3% of the total employed). Government workers or those working for government corporations comprised only 8.2 percent of the total employed, while 5.9 percent were workers in private households. Meanwhile, among the own-account workers, the self-employed comprised the majority (29.4% of total employed). Employed persons who express the desire to have additional hours of work in their present job or to have additional job, or to have a new job with longer working hours are considered underemployed. The number of underemployed persons in January 2010 was estimated at 7.1 million or an underemployment rate of 19.7 percent. Around 4.0 million or 57.0 percent of the total underemployed persons were reported as visibly underemployed or working less than 40 hours during the reference week. Those working for 40 hours or more accounted for 41.3 percent. Most of the underemployed were working in the agriculture sector (46.7%) and services sector



(39.0%). The underemployed in the industry sector accounted for 14.3 percent. The number of unemployed persons in January 2010 was recorded at 2.8 million compared to last year's estimate of 2.9 million. The unemployment rate in January 2010 declined to 7.3 percent from 7.7 percent posted in January last year. Among the regions, only the NCR posted a double digit unemployment rate of 10.8 percent. These statements were based on the reports posted by the NSO from the 2010 surveys they conducted.

### Factors of Employment

One of the main problems with the job searchers these days is that there's a large discrepancy in age, experience, education and knowledge between applicants. Andrew (2009) explains why these factors are important to consider if you are looking for a job:

Age. Despite all evidence and legal statutes that might say otherwise, there is an age bias in a workplace. Whether it's assuming that a younger candidate is more technologically savvy and receptive to new trends, or presuming an older candidate has more experience and gravitas, it is a factor that permeates through many decisions, be they from employers, co-workers or clients.

Experience. Having pertinent experience when applying for a new job can be both an asset and a detriment to a job seeker. On one hand, you have a greater understanding of how things are done, how an industry (or position) operates, and may have established connections. On the other hand, you may have learned how to do things a different way than at your new prospective employers' business, may have different dispositions towards certain tasks than those identified by your employer, and may have built up a negative reputation.





Education. While a diploma and some book smarts can get your foot in the door (possibly with your leg and torso if you went to a name school). There seems to be a pervasive thought in many industries to “un-teach” what recent grads have learned in school, replacing it with the company’s own practices and teachings. Those with post-graduate degrees may find themselves at a slight disadvantage due to the volume of expected knowledge and practices from their employers who may feel the need to push them right into the deep end of the pool. However, a strong background in anything is preferable to walking in as a blank slate.

Knowledge. Whether it’s proficiency with a new program, insight into a customer base, or special skills, knowledge can be the deciding factor in getting hired. Seemingly irrelevant knowledge of spreadsheets, statistics, coding, foreign languages or even music can help a candidate stand out from the pack. Too much diversity in this area, however, can make them seem scatter-brained and diminish their core value to the organization.

Although one would expect that a solid foundation in each of these different areas might make for a winning candidate, organizations have a different model for the key employee for each position. By using information from the job posting, company website, and (if possible) current employees, you can find out and tailor your application to fit the model and get the job.



## **METHODOLOGY**

### Locale and Time of the Study

The study was conducted at the place where the respondents reside or work that was within the reach of the researcher. The study was conducted on October 2010 to January 2011.

### Respondents of the Study

The graduates of the Bachelor of Science in Agribusiness of Benguet State University from year 2000 – 2010 were the respondents of this study. A total of 158 graduates distributed from at least five from each school year served as the respondents of this study. The respondents were selected randomly from the list of graduates as listed in the coverage period.

### Data Gathering Procedure

To trace the respondents of the study, the researcher asked the list of graduates from the Office of the University Registrar. Supplemental data of said list were taken from the library of the College of Agriculture. The researcher traced the respondents' whereabouts by interviewing their relatives, friends and batch mates. The researcher also made use of the internet to trace the others. The survey questionnaire was given to each respondent to gather the necessary information.

### Data Gathered

The data gathered were concentrated on the employment status of the graduates from different batches. In connection to their employment status, data such as their



demographic profile (age, sex, civil status, religion and others), job experience, current job, nature of work, educational information, factors that affected their employment and the problems they encountered after graduating and in seeking employment.

### Data Analysis

All data gathered were interpreted using frequency and descriptive analysis. Data were analyzed using appropriate statistical tool and designs such as correlation analysis and others.



## RESULTS AND DISCUSSION

### The Respondents

Table 1 shows the number of respondents from each year of 2000 - 2010. There were 158 total numbers of graduates who willingly responded from years 2000 – 2010. There were five (3.16%) each year of 2000 – 2003. Eighteen (11.39%) respondents were from year 2004, 10 (6.33%) and nine (9.49%) from year 2005 and 2006. Also, there were 19 (12.03%), 24 (15.19), 27 (17.09%), 25 (15.82%) from year 2007, 2008, 2009, and 2010 respectively. The numbers of the respondents were not the same with every year because the respondents from the older batches were hardly to be contacted or traced by the researcher, and also some of the graduates don't want to answer questionnaires because they don't want to let others know what their work are even if the researcher told them that their names will be confidential. The results were only from the graduates who willingly give information of themselves.

Table 1. Number of respondents from each year of 2000 - 2010

YEAR GRADUATED	NUMBER OF RESPONDENT	PERCENTAGE
2000	5	3.16
2001	5	3.16
2002	5	3.16
2003	5	3.16
2004	18	11.39
2005	10	6.33
2006	15	9.49
2007	19	12.03
2008	24	15.19
2009	27	17.09
2010	25	15.82
TOTAL	158	100.00



### Background Information of the Respondents

Tables 2 and 3 show the background information of the respondents. The respondents were classified as to the year they have graduated. Table 2a – Table 2d shows the personal information of the respondents in terms of the following variables: a) Sex (Table 2a), b) Age (Table 2b), c) their Civil Status (Table 2c) and d) their Religion (Table 2d). Tables 3a and 3b shows the educational background of the respondents in terms of the following variables; a) major of graduates (Table 3a), and b) their qualifications or eligibilities (Table 3b).

Sex. Table 2a presents the sex of the respondents. With a total number of 158 graduates who responded, 58 (36.71%) were males and 100 (63.29%) were females. In the year 2000 to 2003, five graduates responded where three were males and two were females. Also, in the year 2004, 18 (11.39%) graduates responded where seven were males and 11 were females. There were 10 graduates who responded from year 2005 in which three of them were males and seven were females. For the year 2006 there were 15 respondents; where five were males and 10 (6.33%) were females; year 2007, there were 19 (12.03%) respondents; nine (5.70%) were males and 10 (6.33%) were females; year 2008, there were 24 respondents; five were males and 19 (12.03%) were females; year 2009, there were 27 (17.09%) respondents; nine (5.7%) were males and 18 (11.39%) were females; and year 2010, there were 25 (15.82%) respondents; eight (5.06%) were males and 17 (10.76%) were females; who willingly responded. With this data, most of the graduates that were traced, interviewed and reached by the researcher were females and willingly responded.



Table 2a. Sex of the respondents according to year graduated

YEAR GRADUATED	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
2000	3	2	5	1.90	1.27	3.16
2001	3	2	5	1.90	1.27	3.16
2002	3	2	5	1.90	1.27	3.16
2003	3	2	5	1.90	1.27	3.16
2004	7	11	18	4.43	6.96	11.39
2005	3	7	10	1.90	4.43	6.33
2006	5	10	15	3.16	6.33	9.49
2007	9	10	19	5.70	6.33	12.03
2008	5	19	24	3.16	12.03	15.19
2009	9	18	27	5.70	11.39	17.09
2010	8	17	25	5.06	10.76	15.82
TOTAL	58	100	158	36.71	63.29	100.00

Age. Age of the graduates who responded depends on the year they graduated (Table 2b). Five (3.16%) of them belong to the age bracket of 32 and above; four from year 2000 and one from year 2001; 19 (12.03%) are within 31 – 29; one each from year 2000, 2003, and 2005, four from year 2001, five from year 2002 and seven from year 2007; 49 (31.01%) falls under age of 28 – 26; four from year 2003, 15 from year 2004, six from year 2005, 11 from 2006, 12 from 2007, and one from 2008 and 2009; 42 (26.58%) were within the age of 25 – 23; three each from 2004 and 2005, four from 2006 and 2009, 23 from 2008, and five from 2010; and the 43 (27.22%) belonged to 22 – 23;



Table 2b. Age of the respondents

YEAR GRADUATED	AGE BRACKETS										TOTAL	
	32 and above		31 – 29		28 - 26		25 - 23		22 - 20			
	F	%	F	%	F	%	F	%	F	%	F	%
2000	4	2.53	1	0.63	-	-	-	-	-	-	5	3.16
2001	1	0.63	4	2.53	-	-	-	-	-	-	5	3.16
2002	-	-	5	3.16	-	-	-	-	-	-	5	3.16
2003	-	-	1	0.63	4	2.53	-	-	-	-	5	3.16
2004	-	-	-	-	15	9.49	3	1.90	-	-	18	11.39
2005	-	-	1	0.63	6	3.80	3	1.90	-	-	10	6.33
2006	-	-	-	-	11	6.96	4	2.53	-	-	15	9.49
2007	-	-	7	4.43	12	7.59	-	-	-	-	19	12.03
2008	-	-	-	-	1	0.63	23	14.56	-	-	24	15.19
2009	-	-	-	-	-	-	4	2.53	23	14.56	27	17.09
2010	-	-	-	-	-	-	5	3.16	20	12.66	25	15.82
TOTAL	5	3.16	19	12.03	49	31.01	42	26.58	43	27.22	158	100.00

23 from 2009 and 20 from 2010;. The result shows that most of the graduates' ages were the same with the age of their batch mates. Most of the respondents were conscious in stating their ages especially the female respondents.

Civil status. Table 2c presents the civil status of the respondents. Out of the 158 graduates who responded 50 (31.65%) were married and 108 (68.35%) claimed to be single; all were married from year 2000 to 2002, four married and one single from 2003, 2004 has eight married and 10 single, 2005 has only one married who responded and nine were single, 2006 has nine married and six single, 2007 has a majority of 16 single



Table 2c. Civil status of the respondents

YEAR GRADUATED	FREQUENCY			PERCENTAGE		
	MARRIED	SINGLE	TOTAL	MARRIED	SINGLE	TOTAL
2000	5	0	5	3.16	0.00	3.16
2001	5	0	5	3.16	0.00	3.16
2002	5	0	5	3.16	0.00	3.16
2003	4	1	5	2.53	0.63	3.16
2004	8	10	18	5.06	6.33	11.39
2005	1	9	10	0.63	5.70	6.33
2006	9	6	15	5.70	3.80	9.49
2007	3	16	19	1.90	10.13	12.03
2008	5	19	24	3.16	12.03	15.19
2009	3	24	27	1.90	15.19	17.09
2010	2	23	25	1.27	14.56	15.82
TOTAL	50	108	158	31.65	68.35	100.00

and only three were married, also majority in year 2008 respondents were single and only five married, 2009 has only three married and 24 were single and lastly for 2010, two were married and the other 23 were single. Some of the respondents who claimed to be single have child/dependents but considered themselves as single.

Religion. Most of the respondents were Roman Catholic (Table 2d) with eighty five (53.80%); years 2000 to 2010 has three, four, three, three, eleven, six, seven, nine, 16, 11 and 12 respectively; as their religion and the rest 73 (46.20%) who responded belong to Protestant religions which include Iglesia Ni Cristo, Born Again, Keys of Kingdom Ministry International, Jesus the Good Shepherd Church Global Ministry, Lutheran, Episcopalian and Jehovah's Witnesses.





Table 2d. Religion of the respondents

YEAR GRADUATED	FREQUENCY			PERCENTAGE		
	R.C.	PRO.	TOTAL	R.C	PRO.	TOTAL
2000	3	2	5	1.90	1.27	3.16
2001	4	1	5	2.53	0.63	3.16
2002	3	2	5	1.90	1.27	3.16
2003	3	2	5	1.90	1.27	3.16
2004	11	7	18	6.96	4.43	11.39
2005	6	4	10	3.80	2.53	6.33
2006	7	8	15	4.43	5.06	9.49
2007	9	10	19	5.70	6.33	12.03
2008	16	8	24	10.13	5.06	15.19
2009	11	16	27	6.96	10.13	17.09
2010	12	13	25	7.59	8.23	15.82
<b>TOTAL</b>	<b>85</b>	<b>73</b>	<b>158</b>	<b>53.80</b>	<b>46.20</b>	<b>100.00</b>

### Educational Information of the Respondents

Major of graduates. Bachelor of Science in Agribusiness has Enterprise Management (EM) and Cooperative Management (CM) as majors. Most of the respondents majored in Enterprise Management with a total of 93 (58.86%), three from year 2000, 2002 and 2003, four from 2001 and 2005, ten from 2004, nine from 2006, 11 from 2007, 12 from 2008, and 17 each from 2009 and 2010 (Table 3a). The table also shows that 65 or 41.14% of the respondents majored in Cooperative Management. Most of them were from batch 2008 (7.59%) and 2009 (6.33%).



Table 3a. Major field of specialization of respondents

YEAR GRADUATED	ENTERPRISE MANAGEMENT		COOPERATIVE MANAGEMENT	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
2000	3	1.90	2	1.27
2001	4	2.53	1	0.63
2002	3	1.90	2	1.27
2003	3	1.90	2	1.27
2004	10	6.33	8	5.06
2005	4	2.53	6	3.80
2006	9	5.70	6	3.80
2007	11	6.96	8	5.06
2008	12	7.59	12	7.59
2009	17	10.76	10	6.33
2010	17	10.76	8	5.06
TOTAL	93	58.86	65	41.14

Eligibilities and qualifications. Table 3b shows that seven or 4.43% of the respondents took and passed Board Examination of Agriculture even if it is not required to Bachelor of Science in Agribusiness graduates. For the Career Service Examination, one passed the professional while four passed the sub – professional. Out of the eight who pursued masteral seven of them did not finish it while one of them is still taking it. Also, one is still pursuing another course and one had finished a vocational course. One hundred thirty seven or 86.71% of the total respondents didn't take any or didn't answer.



Table 3b. Eligibilities and qualifications of the respondents

PARTICULAR	FREQUENCY	PERCENTAGE
Eligibilities		
Board Exams	7	4.43
Career Service Examination		
Professional	1	0.63
Sub - Professional	4	2.53
Pursued Masteral		
Finished	--	--
Unfinished	7	4.43
Ongoing	1	0.63
Second Coarse		
On - going	1	0.63
Finished	1	0.63
Did not take / No response	137	86.71

\*Multiple response

#### Current Employment Status of the Graduates

Table 4 shows the employment status of the graduates in which 68 or 43.04% were employed. The jobs to where they are employed is discussed and showed in Table 5. Even if there are many jobs to which the graduates could possibly enter, there were still 49 or 31.01 % who were unemployed. There were 41 or 25.95 percent self – employed out of the 158 graduates who responded.



Table 4. Current employment status of the graduates

PARTICULAR	FREQUENCY	PERCENTAGE
Employed	68	43.04
Unemployed	49	31.01
Self - employed	41	25.95
TOTAL	158	100.00

#### Job Descriptions of Employed Graduates

The number of employed in every job descriptions is shown in Table 5. The jobs to where the graduates were employed were: a)Administrative Staff or Office Staffs which has eight or 11.75% of the total employed b) Medical Clerk c) Promo Girl (four or 5.88%), d) NSO Statistical Researcher e) Community Development Worker, f) Machine Operator, g) Carpenter, h) Bookkeeper (five or 7.35%), i) Accounting Clerk, j) Tutor, k) Sales Clerk (six or 8.82%), l) Factory Worker, m) Line Support, n) OFW as Factory Worker, o) OFW as Nanny, p) OFW in a Cash Lending Company as Credit Councilor, q) OFW (no description of their job), r) Information and Maintenance Clerk, s) All around Sales Clerk, t) Community Organizer, u) Warehouse Custodian, v) Science Research Specialist, w) Secretariat, x) Development Journalist, y) Employed but didn't describe job, z)Volunteer Worker, A) Local Government Unit Worker, B) Clerical Job, C) Store Keeper or Stall Keeper and D) working in a bank or a Cooperative Bank (seven or 10.29%). The jobs or work of the employed graduates varied and many which shows that agribusiness graduates can enter any kind of job for as long as their skills and knowledge suits the work.



Table 5. Job descriptions of the employed graduates

PARTICULAR	FREQUENCY	PERCENTAGE
Job descriptions		
Administrative staff / Office staff	8	11.76
Working in a bank / Cooperative bank	7	10.29
Sales clerk	6	8.82
Bookkeeper	5	7.35
Promo girl	4	5.88
Tutor	3	4.41
Factory worker	3	4.41
Carpenter	2	2.94
Community development worker	2	2.94
Clerical job	2	2.94
OFW (Factory worker)	2	2.94
Community organizer	2	2.94
OFW (No description of work)	2	2.94
Secretariat	2	2.94
Employed but no descriptions	2	2.94
Volunteer worker	2	2.94
OFW(Cash lending company)	1	1.47
NSO statistical researcher	1	1.47
Information and maintenance clerk	1	1.47
All around sales clerk	1	1.47
Line support	1	1.47
Warehouse custodian	1	1.47
Science research specialist	1	1.47
OFW (Nanny)	1	1.47
Development journalism	1	1.47
Accounting clerk	1	1.47
Local government unit employee	1	1.47
Machine operator	1	1.47
Store keeper / Stall keeper	1	1.47
Medical clerk	1	1.47
<b>TOTAL</b>	<b>68</b>	<b>100.00</b>



### Time of Employment after Graduation

Table 6 indicates the year to when the 68 employed were first employed. For the year 2003 there were two that was employed; two graduates from year 2001 that was three years after graduation. In 2004, there were 5.88% (four) who found jobs; one graduate from year 2001 (four years after graduation) and three graduates from the same year. Likewise, in the year 2005, five graduates were hired for a job. There were one graduate from 2003 (two years after graduation) and two each from year 2004 (a year after) and 2005. The table also shows that, in the year 2006 there were six who were employed, one from year 2000 (six years after graduation), two from year 2005 (a year after graduation) and three from year 2006 (the same year of graduation). For the following years 2007, five were employed (one graduate from year 2004 and 2006 and three on the same year), for 2008, there were seven who were hired (one graduate from year 2005 and 2007, two from 2006 and three on the same year, 10 or 14.71% (two graduates from year 2006 and 2007 and six graduates of the same year) look for employment in the year 2009 and also got the job they applied for. Most of the ones who were employed for the year 2010 were from the same year which is seven out of 11 employed in that year. And lastly, for the year 2011, one was employed which is a graduate from the year 2010. For the rest of the 17 or 25% employed graduates can no longer remember the year when they were first employed. Most of the graduates found employment after a year or more. The longest time that a graduate found employment is six years after graduation.



Table 6. Time of employment of employed graduates

YEAR EMPLOYED	YEAR GRADUATED											TOTAL	PERCENTAGE	
	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10			
2000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2001	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2002	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2003	-	2	-	-	-	-	-	-	-	-	-	2	2.94	
2004	-	1	-	-	3	-	-	-	-	-	-	4	5.88	
2005	-	-	-	1	2	2	-	-	-	-	-	5	7.35	
2006	1	-	-	-	-	2	3	-	-	-	-	6	8.82	
2007	-	-	-	-	1	-	1	3	-	-	-	5	7.35	
2008	-	-	-	-	-	1	2	1	3	-	-	7	10.29	
2009	-	-	-	-	-	-	2	2	-	6	-	10	14.71	
2010	-	-	-	-	-	-	-	-	2	2	7	11	16.18	
2011	-	-	-	-	-	-	-	-	-	-	1	1	1.47	
No response	1	-	2	1	5	1	1	1	3	2	-	17	25.00	
TOTAL	2	3	2	2	11	6	9	7	8	10	8	68	100.00	

#### Relationship of Current Job of Employed Graduates to the Course Taken

The data that were gathered on the relationship of current job to the course taken were shown in Table 7. Result shows that 23 or 33.82% said that the course has a relationship to their job. However, majority (66.18%) mentioned there is no relationship of their current work on the course taken. For the ones who answered yes, they have indicated the subjects that they have taken that are useful to their current job. Nine or 13.23% of the respondents said that Basic Accounting is useful to their current job. One also of the major subject they think had helped them in their job is Bookkeeping mentioned by eight respondents or 11.76%. Other major subjects such as Management of Small Businesses, Marketing Management, Business Research, New Enterprise



Planning and Management, Managerial Problem Solving and Decision Making and Concepts are also helpful to current job. For the minor subjects, only English, Basic Mathematics, Business Mathematics and Statistics subject are useful. Two of the respondents mentioned that Agriculture subjects taken had helped them in their jobs.

Table 7. Relationship of current job to the course taken

PARTICULAR	FREQUENCY	PERCENTAGE
Relationship of course graduated to current job		
Related	23	33.82
Not related	45	66.18
TOTAL	68	100
Subjects taken that are useful in current job		
Major Subjects		
Basic Accounting	9	13.23
Bookkeeping	8	11.76
Business Research	5	7.35
Management of Small Businesses	3	4.41
Marketing Management	3	4.41
Managerial Problem Solving and Decision Making	2	2.94
Concepts and Dynamics of Management	1	1.47
New Enterprise Planning and Management	1	1.47
Minor subjects		
Statistics	4	5.88
Basic Mathematics	3	4.41
Business Math	2	2.94
English	2	2.94





Agriculture subjects	2	2.94
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\*Multiple response

Factors that Affects the Employed Graduates  
When They Seek for Employment

Table 8 shows the factors that affected the graduates when they seek employment. There were 31 or 45.59% of them who said that it was easy for them to find their job. The factors that made it easy for them to find their job were because, they a) finished a four year course in which three of them said that even if the job is not related to the course but you finished a four year course they are going to accept you. Five of them was hired because they have b) connection inside the company and six (8.82%) were just luckily hired because c) there was a need of personnel in the company. Two of the graduates just d) honestly answered the questions during interview and did a proper preparation before being interviewed made it easy for them to be hired or accepted in a job. There were also four (5.88%) who were employed because of e) the course they graduated fit the job. Another factor also is because of the f) seminars and training they attended during their college days in which three said it to be a factor. Technical skill of the graduates has the biggest rate with 10.29% or seven of them said that it was their passes to have their job. Other graduates said that they were employed because qualification of the job fits them (five or 7.35%), because they were board exam passers or they have taken civil service examinations (four or 5.88%), three graduated with honors and lastly, only one said that it's because they graduated under an agriculture college.

For the graduates who said that it was not easy to find a job, there were 28 or 41.18% of them. The reasons why it was difficult were because they lack eligibilities in which four or 5.88% said it. Eight or 11.76% of them made lack of experience on the job



they are applying with the factor of not easy finding a job. Age also is another factor

Table 8. Factors that affects the employed graduates when they seek employment

PARTICULAR	FREQUENCY	PERCENTAGE
Was it easy for you to find a Job?		
Easy	31	45.58
Not easy / Difficult	28	41.18
No Response	9	13.24
<b>TOTAL</b>	<b>68</b>	<b>100.00</b>
Factors that made it easy*		
Technical skills	7	10.29
There was a need of personnel in the company	6	8.82
Qualifications of the job fit me	5	7.35
Connection inside the company	5	7.35
Board Exam passer / Career Service eligible	4	5.88
The job fit the course graduated	4	5.88
Seminars attended	3	4.41
Finished a four year course	3	4.41
Graduated with honors	3	4.41
Honest in answering the questions during interviews and proper preparation during interview	2	2.94
Graduated under an agricultural college	1	1.47
Factors or problems that made it difficult*		
Lack of experience related to the work you are applying	8	11.76
Stiff competitions among applicants	6	8.82
No backer / No recommendations	5	7.35
Lack of eligibilities	4	5.88



Age (too old or too young)	4	5.88
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\*Multiple response

because they were too old or too young for the job in while four have encountered it. Stiff competitions also among applicants were a factor for six graduates who seek for employment. Lastly, five said that if they have a backer or some recommendations they might have been employed easily. There were nine or 13.24% who didn't response or doesn't know if they were employed easily or not.

#### Reasons of Being Unemployed by Graduates

The reasons for being unemployed were shown in Table 9. Five of them or 10.20% were not employed because there were no job vacancies. Thirteen or 26.53% of them were still and currently looking for a job. There were six or 12.24% who said that even if there were job vacancies, the job were not suited to the course they graduated from and also some quit their former job because they found it hard or difficult and they can not work well with work mates, their skills and interest doesn't fit the work and because the salary is low. Furthermore, four of the respondents decided to become plain housewives and because some were nursing mothers making it a hindrance for employment. Moreover, three (6.12%) wanted to start their own business but have no capital to use so they engaged themselves in sidelines if there were opportunities to earn capital for their business. Other reasons of unemployment were other respondents were pursuing masteral and other or second courses, and others just quit their job with no reason at all.



The Table further shows that 18 or 36.73% were employed before and 31 or 63.27% or the total unemployed were not employed right after graduation because of the reasons discussed earlier.

Table 9. Reasons of being unemployed of graduates

PARTICULAR	FREQUENCY	PERCENTAGE
<b>Reasons of Unemployment</b>		
Looking for work/Job	13	26.53
Jobs offered are not suitable to course graduated	6	12.24
Quit their former job	6	12.24
No job vacancy	5	10.20
Contract ended	5	10.20
Became a plane house wife/Nursing mother	4	8.16
Pursuing higher education	1	2.04
Pursuing another course	1	2.04
No capital to start a new business	3	6.12
Quit with no reasons ("Trip Lang")	1	2.04
<b>TOTAL</b>	<b>49</b>	<b>100.00</b>
<b>Where you employed before?</b>		
Yes, Employed before	18	36.73
No, Never employed	31	63.27
<b>TOTAL</b>	<b>49</b>	<b>100.00</b>

### The Self Employed Graduates

Table 10 shows the livelihood activities of the graduates as self – employed. Out of 41 or 25.95% respondents who were self - employed (Table 4) eight or 19.51% were



engaged in trading and farming (mostly vegetables, farmers business). Seventeen or 41.46% were managing their own business. Other activities of self – employed respondents were business such as, poultry production, general merchandise, computer shops, sari - sari store, yoghurt production, wine production and the others did not mention their business. Some of them, because of their skills engaged in flower arrangement and tutoring.

The table also shows if the self – employed graduates were employed after graduation. Result shows that 13 or 31.71% of them were already self – employed after graduation and 17 (41.46%) said no which means they had been employed before they started own businesses, while 11 (26.83%) had no response.

Most of the self – employed (27 or 65.85%) don't intend to be self employed for the next ten years while only five says yes and try their luck on their business. Nine respondents answered maybe or it depends if there will be job opportunities in the future or if they will succeed in their business.

Table 10. The self – employed graduates

PARTICULAR	FREQUENCY	PERCENTAGE
<b>Work as self-employed graduates</b>		
Managing own business	17	41.46
Trader	8	19.51
Farmer	8	19.51
No description	6	14.63
Florist	1	2.44
Tutoring	1	2.44
<b>TOTAL</b>	<b>41</b>	<b>100.00</b>
<b>Were you self employed after</b>		



graduation?		
Yes, self - employed	13	31.71
No, employed before	17	41.46
No response	11	26.83
TOTAL	41	100.00

Table 10. Continued . . .

PARTICULAR	FREQUENCY	PERCENTAGE
Do you intend to be self employed for the next ten years?		
Yes	5	12.20
No	27	65.85
Maybe / It depends	9	21.95
TOTAL	41	100.00
Reasons of being self employed		
Manage own business to apply all things learned in the course and earn maybe look for a job in the future	13	31.71
Have a family to take care of which needs a work with flexible time to meet other responsibilities.	9	21.95
No boss, but their self	9	21.95
No reason	5	12.20
Owning your own time, and has freedom of choice or what to do	4	9.76
Manage own business and help employ others	4	9.76
Just lazy to find job so engage in own business	3	7.32

\*Multiple response



The respondents also have cited the reasons why they decided to be self – employed. Thirteen (31.71%) of the respondents want to apply what they have learned in their course and earn some income and maybe find work in the future. Nine or 21.95% want to become their own boss while four (9.76%) said that they want to manage their own business and help employ others. Other reasons were: freedom to choose what to do (9.76%), have a family to take care of, thus need flexible time (21.95%), want to have their own time and just lazy to find job (7.23%). There were five respondents who did not give any reason on why they choose to be self – employed.

Effect of Demographic Profile, Eligibility or Qualifications, Job Experience and Course Graduated From When Seeking for Employment by the Respondents

The total of all respondents is 158 but only 103 or 65.19% of the respondents answered the question if their demographic profile, eligibility or qualifications, job experience and course graduated affected them when they seek for employment while the 34.81% or 55 respondents did not respond to the question. Out of the 103, there were 57 (36.08%) who said that their demographic profile, eligibility or qualifications, job experience and course graduated affected them when they were seeking for employment. Forty six respondents (29.11%) said that it did not affect them at all.

Reasons why demographic profile, eligibility, qualifications and course taken had an effect in seeking job is shown in Table 11. Fifteen (26.32%) of the respondents mentioned that civil status affected them much for the reason that employers or the ones hiring employees prefer single employees than married. Accordingly, married persons have dependents and may have lot of excuses from work, thus, affecting their work



responsibilities if they will be hired. Second, is the issue on sex in which nine (15.79%) said that employers also prefer male than female or in other way employers prefer female than male employees. Five had a problem on age when they applied they were too young or too old for the job. Other reasons include ethnic affiliation (adopted the characteristics of Ibaloi tribe – shyness) and Religion. Some employers prefer somebody who belongs to their religion because the work they are applying for is somewhat religious. Other employers prefer applicants who have the same race or “lahi” with them and because of their physical appearance (require handsome and beautiful employees only). There were 46 respondents who said it didn’t affect them. 21.74% of the respondents were lucky because the employers were only looking at the skills and not on their demographic profile. Five experienced no discrimination and 26 of them stated no reason.

Table 11. Effect of demographic profile, eligibility or qualifications, job experience and course graduated from when seeking for employment by the respondent

PARTICULAR	FREQUENCY	PERCENTAGE
Is your demographic profile, eligibility or qualifications, job experience and course graduated affected you when you seek for employment?		
Affected	57	36.08
Not affected	46	29.11
Total of graduates who responded	103	65.19
Total of graduates who did not respond	55	34.81
<b>TOTAL</b>	<b>158</b>	<b>100.00</b>
Reasons why it affected		
No Reason stated	16	28.07
Civil status: Employers prefer single employees than married ones	15	26.32
Sex: Companies now a days prefer male employees than females or vice versa	9	15.79
Age: Too young or too old	5	8.77





Physical appearance: they base it if your handsome or beautiful	4	7.02
Employers prefer single than married to avoid excuses from work	3	5.26
Religion: Religion must be what they require	2	3.51
Prioritization of "kalahi"	2	3.51
Ethnic affiliation: Adopted the characteristic of Ibaloi tribe, the shyness	1	1.75
TOTAL	57	100.00

Table 11. Continued . . .

PARTICULAR	FREQUENCY	PERCENTAGE
Reasons why it did not affected		
No reason stated	20	43.48
Employers are looking at skills only and not really focusing on the demographic profile	10	21.74
The job applied did not require any of the demographic profile	5	10.87
The ones hiring were not discriminating	5	10.87
The course graduated is what matters most	3	6.52
No competitors when applied for work	2	4.35
The employers were badly in need of workers	1	2.17
TOTAL	46	100.00

#### Advantages and Disadvantages of the Graduates Acquired from Agribusiness

Table 12 shows the advantages and disadvantages that the graduates have acquired from Agribusiness. Eighteen or 11.39% of them mentioned that they had a wide coverage of study about business that can help them in putting up their own businesses in the future while seven (4.43%) said Agribusiness course helped them in relating to real life situations like in business financing and marketing activities they are engaged in. Eight of them who had or who's working into a certain project said that BSAB have



increased their knowledge on how to focus on the activities of the project they are in and how they can identify the problems and what needs to be done when problem occurs. While six (3.80%) said that it is an advantage that the knowledge have been focused on agricultural business sector and agricultural research jobs (4.43%), 11 (6.96%) of the respondents shared that it is an advantage that Agribusiness graduates can be employed to any office but have the skills needed. Six of the respondents were managing their own

Table 12. Advantages and Disadvantages of the graduates Acquired from Agribusiness

PARTICULAR	FREQUENCY	PERCENTAGE
Advantages *		
No response	29	18.35
It had a wide coverage of study about business that can help in putting up own businesses in the future	18	11.39
No advantage acquired	17	10.76
Can fit to any kind of job, bank, office works, and field works	14	8.86
Acquired knowledge in bookkeeping and basic accounting	12	7.59
Can be employed to any office or jobs under agriculture or any jobs who accepts the course but have the skills required	11	6.96
Business related graduates are in demand in other countries	10	6.33
It increases knowledge on how to focus on the activities of a project and acquired knowledge on how to identify what needs to be done when problem occurs on the project	8	5.06
It helped in relating to real life situations especially in business finance and marketing activities	7	4.43
Learned how to socialize and study behavior of people your dealing business with	7	4.43
Wider knowledge on not only in business but also in agricultural research jobs	7	4.43
Advantage in having the knowledge of business	6	3.80



cycle in the agricultural sector		
Advantage in managing own resources	6	3.80
BSAB had given background and trainings on entrepreneurship and managing small businesses	6	3.80
Disadvantage *		
They don't appreciate and they lack knowledge on what Agribusiness is.	29	18.35
No disadvantage acquired	27	17.09

Table 12. Continued . . .

PARTICULAR	FREQUENCY	PERCENTAGE
When the course is asked, employers always say "ay Agriculture", that made it hard to compete with commerce and business administration graduates because it has the word Agriculture. The course "Agribusiness" is unknown for many employers.	25	15.82
No response	24	15.19
Employers mostly prefer commerce graduates	15	9.49
Even if there are job opportunities, cannot apply because of the course graduated is not related that made it a reason not to be accepted	15	9.49
Lack of exposure and lack of skill enhancement	8	5.06
There were few who are offering jobs for Agribusiness graduates	7	4.43
Cannot apply the things learned because of limited or hard to find jobs that accepts the course graduated.	4	2.53
No board exams for BSAB graduates which leads to less competitiveness to other courses which has one	4	2.53

\*Multiple response

resources well because of the course and seven had the advantage of knowing how to socialize and deal with the one's they are dealing a business. Fourteen (8.86%) of the respondents were able to fit to jobs in the banks, offices and field works. Ten cited that the business related courses are in demand to other countries in which it is an advantage



for them since agribusiness is still a business related course. For the 12 or 7.59% respondents who were able to enter jobs related to bookkeeping and accounting thinks that having the subject under Agribusiness such as Bookkeeping and Basic accounting is an advantage. Even if there were a lot of advantages that was mentioned, there were 17 or 6.96% respondents who think that they had no advantages in having agribusiness as the course they graduated, while 29 or 18.35% has no comment and didn't respond.

When asked also if they had disadvantages, 24 or 15.19% did not respond to the question asked. But for the 27 (17.09%) respondents, they said that they don't have any kind of disadvantage related to the course they graduated from. Because there were few who were offering jobs for Agribusiness graduates, it is a disadvantage because of competition of employment. One on the many disadvantages that the respondents have acquired from the course is, many employers don't appreciate agribusiness and have no knowledge on what agribusiness is (18.35%). Another disadvantage that most graduates have is when they were asked on what is their course is they just hear "AY Agriculture" which means that agribusiness is really unknown to many and what they just know is it is related to agriculture and not business, these that made it hard for the graduates to compete with commerce graduates and other courses (15.82%). Other disadvantages mentioned were, even if there were a lot of job opportunities, they cannot apply because they graduated from a course not related to the job (9.49%), most employers prefer commerce graduates or the graduates from a known courses (9.49%), it is also a disadvantage that they lack exposure to different kind of jobs (on the job trainings) during their college days (eight or 5.06%) and because they don't have the advantage of



having board examination that can supposedly help them to compete with other courses with board examination.

With all the information that was gathered, some of the respondents didn't appreciate the course and some also appreciated it. The experience of the respondents regarding the course taken varies that is why they all have different kind of responses.

Suggestions or Recommendations of the Graduates for the Improvement of the Course and the Subject offered in Agribusiness

The suggestions and recommendations of the graduates were shown in Table 13. The respondents had mentioned a lot of suggestions and recommendations. Seventy eight or 49.37% respondents suggested that there should be on the job trainings and practicum for all the majors offered so that they will be trained and exposed and be able to apply the lessons learned inside the classrooms. Twenty three mentioned that there should be specific field of specialization like marketing, production and financial. Fourteen recommended having higher rate of screening for students that will be accepted in the course. Majority (71.52%) suggested that the accounting subjects that are being thought should also be extended like having following subjects for Basic Accounting not only basics. One hundred twenty three (77.85%) of the respondents had trouble in dealing with computer and using IT in their jobs that is why they have suggested that there should also be more computer related or IT related subjects. Exposure of students on how to use software in connection with their subjects like the use of excel, power point and other programs, 77.22% also noticed that the curriculum or the subjects being thought are still from old curriculum in which they have suggested that it should be updated so that students will not be left behind. Furthermore, seminars should be conducted that could



help the students find jobs in the future and should be included in the curriculum. Other suggestions were, there should be more exposure in the fields of marketing, finance, production and human resource for vast experience and ignition of interest among the students (7.59%), instructors or professors should be much willing to help the students especially when they are looking for jobs, even if they can have recommendations only,

Table 13. Suggestions and recommendations of the graduates for the improvement of the course and the subject offered in Agribusiness

PARTICULAR	FREQUENCY	PERCENTAGE
Suggestions and recommendations		
Add more computer or information technology related subjects because most of the job requirements now is you should be computer literate	123	77.85
Update the subjects. Subjects are still from old curriculum	122	77.22
Extend more on the accounting subjects because the subject that are being thought are all basics	113	71.52
There should be on the job trainings for or practicum for all kind of majors	78	49.37
More on application and not just theories	56	35.44
More advertisement of the subject because many haven't heard about the course	37	23.42
There should be specific field of specialization just like marketing, production and financial	23	14.56
Higher screening for students to be qualified to take the course	14	8.86
Exposure to different kind of seminars that can help student find work in the future	14	8.86
More exposure in the fields of marketing, finance, production and human resource for vast experience and ignition of interest among	12	7.59



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the students

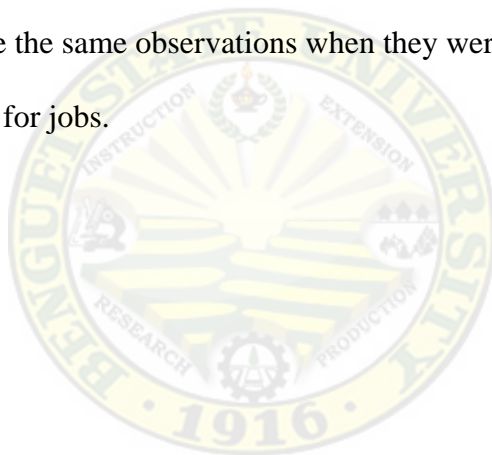
Instructors or professors should be much willing to help the students especially when they are looking for jobs, even if they can have recommendations only	6	3.80
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\*Multiple response

more advertisement of the course because many haven't heard about the course (23.42%) and 56 said that subjects thought should be more on applications and not just theories because sometimes theories become unrealistic if not applied.

The suggestions of the respondents were mostly similar to each other. This implies that they have the same observations when they were still studying and when they were already looking for jobs.



## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

The interest to determine the current employment status of graduates of Bachelor of Science in Agribusiness from the year 2000 – 2010 of Benguet State University prompted for the study to be conducted. Data such as the employment status, demographic profile, educational information, factors that affected employment, problems encountered after graduation of graduates from different batches were gathered through interviews and questionnaires that were done and given to the respondents. Most of the interviews and questionnaires were given through the help of the internet and phone calls because the researcher can not reach some of the respondents personally.

There were 158 graduates who willingly responded in which 58 were males and 100 are females. The age of the respondents depends on the year graduated in which older batches have older age and recent graduates have younger age. There were 50 who were married and most were from the older batches and 108 were single mostly from younger batches. Eighty five of the respondents were Roman Catholic while 73 belonged to Protestants religions. Most of the respondents majored in enterprise management while 63 majored in cooperative management. There were very few of them that have eligibilities.

There were 68 of the respondents who were employed, 49 were unemployed and 41 were self – employed. The employed graduates have entered into different kind of jobs such as administrative staff/office staff, medical clerk, promo girl, NSO statistical researcher, community development worker, machine operator, carpenter, bookkeeper, accounting clerk, tutor, sales clerk, factory worker, line support, OFW, information and





maintenance clerk, all around sales clerk, community organizer, warehouse custodian, science research specialist, secretariat, development journalism and some working in a Bank/Cooperative Bank. Most of the employed graduates have jobs that were not related to the course taken compared to the ones related. Major subjects were helpful than minor subjects. There were a lot of factors that affected the employed respondents when they seek employment that made it easy and difficult for them to be employed.

Reasons such as no job vacancy, looking for a job and others are agents for the respondents to be currently unemployed. Some say they were employed before but majority were never employed.

Self – employed graduates engage themselves in livelihood activities such as trading, farming (mostly vegetables) florist, tutor and as managers of their own business but majority of them don't intend to be self – employed in the next ten years because they just have current reasons for being self – employed.

Demographic profile, eligibility or qualification, job experience and course graduated affected the 57 graduates when they seek employment in which some of the reasons were because of their civil status that employers prefer single employees than married and others. But for some it was not an issue because they prefer those who have skills disregarding demographic profile and others.

As to the advantages of the graduates from Agribusiness, some were the graduates were given a wide coverage of study about business that can help put up businesses in the future; they can fit to any kind of job that considers the course that the respondents have taken and many more. But even if they have acquired advantages there were still disadvantages such as the course are not that popular that it made it hard for them to



compete with graduates of commerce, business administration, accountant and other popular known courses. For other employees, Agribusiness is a “just” course that that they don’t appreciate much because of the connection of the word agriculture.

Majority of the respondents suggested that the subjects being taught should be updated because these are still from old curriculum. Because of the fast improvement of the world in the field of technology, the respondents also suggested that more technological or IT subjects should be added to curriculum like the usage of computer programs that are useful in the course such as the use of excel, power point presentations, lay outing and other computer programs. These have a big help to students to compete after graduation. Follow up subjects for major subjects should also be included like for Basic Accounting. A lot also have recommended that practicum or on the job training will be a requirement to the students so that they will have the chance to apply the lessons acquired inside the classrooms and most importantly to have experiences.

### Conclusions

Based from the data and the information that were gathered, the following conclusions were made:

1. The number of employed graduates are still larger compared to the number of unemployed and self – employed graduates.
2. Graduates of Agribusiness can enter to any kind of jobs even if the job is not related to the course graduated from as long as the graduates have the skill required by the employers.
3. There were still ways of discrimination of the employers including sex, age, civil status and ethnic affiliation that make employment hard to be found.



4. Graduates who don't have eligibilities, experiences and have no recommendations are hardly to find employment.

5. Bachelor of Science in Agribusiness is an unknown course that makes it an agent for graduates not to be confident in finding jobs outside their comfort zones.

6. The idea of Agribusiness that to create employment for others is a hard goal if there is no capital to start a business.

7. The curriculum of the course is not updated.

8. Some of the graduates are not proud that they graduated in the course but still many are proud especially the ones employed.

9. Respondents experienced a lot of problems in connection to the course they have taken.

### Recommendations

1. The curriculum of the course should be updated for chance of the students to have bigger competencies when seeking for employment in the future.

2. Computer classes will be very helpful for students to be able to extend knowledge on the use of technology to businesses and to be able to follow trends in the world that IT subjects should be offered too.

3. On the issue of Agribusiness being unknown, a program to promote the course, advertise the course or to let others be aware what the course is all about is recommended to be done.

Encouraging graduates or students to take eligibilities such as the service career examinations and board exams (any or both) that could help them in competing for employment.



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**APPENDICES****APPENDIX A**

## Communication Letter

Benguet State University  
COLLEGE OF AGRICULTURE  
La Trinidad, Benguet

October 2010

To the Respondents:

Sir/Madam:

I'm an Agribusiness student of Benguet State University, presently working on a research entitled "EMPLOYMENT STATUS OF BACHELOR OF SCIENCE IN AGRIBUSINESS GRADUATES OF BENGUET STATE UNIVERSITY FROM YEAR 2000 – 2010", which is a requirement in our course.

In this regard, may I request you to be one of my respondents and cooperate by responding with your honest answers in the questionnaires that will be given. Your answers and response to this study will be lead to the success of this research.

Thank you very much and God Bless.

Respectfully yours,

CHARLENE C. MENZI  
Student Researcher



## APPENDIX B

Survey Questionnaire  
Employment Status of Agribusiness Graduates of  
Benguet State University from  
Year 2000 - 2010

Directions: Please respond to each item in the questionnaire by checking or providing the needed information on the appropriate blanks and space provided for.

## I. Background Information

## A. Personal Information of Respondents

1. Name: \_\_\_\_\_
2. Address: \_\_\_\_\_
3. Sex: \_\_\_\_\_
4. Age: \_\_\_\_\_
5. Civil Status: (\_\_\_) married (\_\_\_) single (\_\_\_) others, specify \_\_\_\_\_
6. Religion: \_\_\_\_\_
7. Ethnic Affiliation: \_\_\_\_\_

## B. Educational Information of Respondents

1. Year graduated in Agribusiness: \_\_\_\_\_
2. Major: \_\_\_\_\_
3. Qualifications: (\_\_\_) Career Service Exam

(\_\_\_) Professional

(\_\_\_) Sub - Professional

(\_\_\_) Board / Licensure Exam

(\_\_\_) Pursued Masteral and other courses

Have you finished your Masteral?

(\_\_\_) Yes

(\_\_\_) No

What course have you taken?

Please Specify: \_\_\_\_\_

Have you finished your second course?



Yes

No

others, specify \_\_\_\_\_



## II. Employment Status

1. What is your employment status today:

Employed (proceed to question no. 2 – 5)

Unemployed (proceed to question no. 6 – 7)

Self – employed, (proceed to question no. 8 – 12)

Others, Specify: \_\_\_\_\_

2. Were you employed after graduation?

Yes

No

If Yes:

2.1.1. Where were you employed?

\_\_\_\_\_

2.1.2. Is your job after graduation your current job today?

Yes

No

If no, what is your current job today? \_\_\_\_\_

If No:

2.2.1. What year were you Employed? \_\_\_\_\_

2.2.2. Where were you employed? \_\_\_\_\_

2.2.3. Is your first job after graduation your current job today?

Yes

No

If no, what is your current job today? \_\_\_\_\_

3. How were you employed?

I applied for it

I was recommended

others, specify: \_\_\_\_\_

4. Is the course you graduated from the reason for you to be employed?

Yes

No

If yes, what are the subjects in Agribusiness you think that is useful in the job you are currently in and the job you had in the past if any?

\_\_\_\_\_

\_\_\_\_\_

If no, what is the field/nature of your job? \_\_\_\_\_





5. Was it easy for you to find a job?

Yes  No

If yes, what factor made it easy for you? \_\_\_\_\_

If no, what factor made it not easy for you? \_\_\_\_\_

6. What is the reason for you not to be employed?

Looking for a job

Pursuing Higher Education

Pursuing another Course

Other reasons, please specify \_\_\_\_\_

7. Were you employed before?

Yes  No

If Yes, What was your job? \_\_\_\_\_

Is that job related to the course you graduated from?  Yes  No

What is the reason for you to quit your job before? \_\_\_\_\_

If No, proceed to questions no. 13, 14, 15 and 18.

8. Were you self-employed right after graduation?

Yes  No

9. What type of job are you doing being self-employed?

10. How many years/months have you been self-employed? \_\_\_\_\_

11. Do you intend to be self-employed for the next 10 years?

Yes  No

12. What is the reason for you to be self-employed?



### III. Advantages and Disadvantages

13. What do you think is your advantage having the degree of Agribusiness?

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Having these advantages, have you tried looking for jobs outside of Cordillera?

(\_\_\_) Yes, please specify places \_\_\_\_\_

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(\_\_\_) No, proceed to the next question.

14. What do you think is your disadvantage having the degree of Agribusiness?

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15. Do you think your demographic profile such as your name, age, sex, religion, culture, ethnic affiliation and others affected you while you seek for employment?

(\_\_\_) Yes

(\_\_\_) No

If Yes, why? \_\_\_\_\_

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If No, why? \_\_\_\_\_

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16. What are the subjects you have taken that you find useful in your employment status today? \_\_\_\_\_

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17. For graduates employed, what are the problems that you have encountered while seeking employment related to your degree? \_\_\_\_\_

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18. For unemployed, what are the factors for you not to be employed? \_\_\_\_\_

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19. What can you suggest for the improvement of the course and the subjects offered in Agribusiness?

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THANK YOU and GOD BLESS!!!

