Tracer Study on Moncast Bat Graduates (2021–2024): Evaluating Career Outcomes and Curriculum Effectiveness

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ABSTRACT

This tracer study examines the employment outcomes and curriculum effectiveness of the Bachelor of Agricultural Technology (BAT) graduates from Monkayo College of Arts, Sciences, and Technology (MonCAST) from Batch 2021 to Batch 2024. Anchored on Becker's Human Capital Theory and Super's Career Development Theory, and guided by the CHED's Phenomenon of Employment Model, the study seeks to assess how well the BAT program equips graduates with professional competencies, personal attributes, and leadership skills relevant to the agriculture sector. In response to growing concerns about graduate employability, job mismatch, and the alignment of education with industry demands, this research aims to determine the employment status of graduates, evaluate their satisfaction with the competencies acquired, and gather feedback for curriculum enhancement. A descriptive quantitative research design was employed using a total population sampling of 156 BAT graduates. Data were collected through adapted and analyzed using descriptive statistics including frequencies, percentages, means, and standard deviations. Findings revealed that most graduates are employed in agriculture-related fields such as local government, agribusiness, teaching, and private sectors, while others ventured into entrepreneurship, advanced studies, or allied professions. Respondents reported high satisfaction with the technical and practical competencies gained, but also cited challenges such as limited localized job opportunities and access to capital for agribusiness. Graduates emphasized the need for enhanced hands-on training, stronger industry linkages, and a more dynamic curriculum. The MonCAST's BAT program has contributed significantly to the personal and professional development of its graduates, yet continuous improvement is necessary.

Keywords: Tracer Study, BAT Program, MonCAST, Employability, Career Development

INTRODUCTION

Background of the Study

Tracer studies play a crucial role in evaluating the effectiveness of educational institutions and ensuring the provision of quality education and services. Through tracer studies, institutions gather feedback from graduates, enabling them to assess various aspects of their educational experience, including curriculum relevance, teaching methodologies, and skill acquisition (Silongan, et al. 2024). Moreover, tracer studies help identify areas that require curriculum updates, teaching improvements, and strategic planning to enhance the quality and relevance of academic programs. By thoroughly analyzing tracer study findings, institutions can drive continuous development and ensure their programs align with the changing needs of students and industries. As a result, tracer studies are essential not only for assessing course outcomes but also for evaluating program effectiveness and guiding strategic decision-making within educational institutions.

The success of college graduates in entering jobs is one indicator of learning outcomes and the relevance of higher education for society. Thus, tertiary institutions are responsible not only for equipping graduates with certain competencies (learning outputs) but also obliged to facilitate and bridge graduates into employment (Setyawati, et al, 2020). In Indonesia, Sunan Kalijaga State Islamic University Yogyakarta emphasizes that data and insights from tracer studies, including alumni feedback, play a crucial role in enhancing the quality of

higher education. Today, educational institutions are expected to produce graduates who possess both strong academic knowledge and practical skills relevant to the workforce (Noor, et al., 2024).

As pointed out by Ceniza (2022), given the competitiveness of employment opportunities after graduation, the institution must develop innovative programs to address societal challenges. It is essential to create an appropriate platform for curriculum enhancement and institutional development by updating academic and skills competencies to align with current industry demands. This process is expected to take shape through regular program evaluations conducted by the college. In the Philippines, while there has been a reported expansion in the supply of qualified and competent labor force there is still a pressing concern of low job productivity as the country struggles to address job mismatch combined with a lack of coordination among the tripartite social partners (government, employers, and workers) in the labor arena.

The Bachelor of Agricultural Technology (BAT) program at Monkayo College of Arts, Sciences, and Technology (MonCAST) aims to produce graduates equipped with both technical and leadership competencies suited to the evolving demands of the agricultural sector. With increasing concerns over graduate employability, job mismatch, and curriculum relevance, MonCAST recognizes the need to assess how well its academic offerings translate to actual career outcomes. This tracer study is therefore essential to evaluate the employment status and career progression of BAT graduates from 2021 to 2024, gather feedback on the adequacy of the curriculum, and identify areas for improvement. The findings will serve as a basis for curriculum enhancement, strategic program development, and institutional alignment with industry needs, ultimately ensuring that graduates are not only academically prepared but also workforce-ready.

Theoretical Lens

The Tracer Study on MonCAST BAT Graduates (2021–2024): Evaluating Career Outcomes and Curriculum Effectiveness is grounded in key theories that help explain career development, employment outcomes, and curriculum relevance.

This was specifically anchored on Human Capital Theory of Becker (1964). This theory posits that education and training enhance individuals' skills and knowledge, increasing their productivity and employability. The study examines how MonCAST's BAT curriculum contributes to the graduates' competencies and labor market readiness. It also evaluates whether the investment in education translates to better employment opportunities and career progression.

Additionally, this research further highlighted the Career Development Theory of Super (1957) which emphasizes that career choices evolve based on life stages and personal development. This theory is relevant for understanding how BAT graduates transition from education to employment and how their career paths align with their academic preparation.

Conceptual Framework

This study is anchored to the conceptualization of CHED Graduate Tracer Study: Phenomenon of Employment Model designed by the Commission on Higher Education (CHED) which pointed up that in determining the employability of the graduates in Higher Education Institutions, the phenomena of employment are taken into consideration. Factors include college education, age, sex, connection, family, and experiences, plus other can affect graduates' decisions to accept the work such as income, satisfaction, relevance, and benefits.

The labor market has established that experience is a very critical factor from the perspective of an employer. In the context of a job, experience is what would tell the prospective employer how well acquainted with the job the applicants are. This is in one was: a proof of their ability to handle the job. This tracer study investigates whether or not some of the above-aforementioned concept holds in the case of MonCAST Education graduates.

Figure 1 illustrates how the MonCAST BAT curriculum shapes graduates by developing their professional competencies, personal attributes, and management and leadership skills. This highlights the curriculum's effectiveness in equipping students with technical expertise in agriculture, fostering essential soft skills, and preparing them for leadership roles. The direct connections between the MonCAST BAT graduates and these three key areas suggest that the curriculum plays a vital role in ensuring their preparedness for industry demands. This model serves as a feedback mechanism, indicating whether the curriculum aligns with workforce expectations and identifying areas for improvement to enhance graduate employability and career success.

Figure 1: Modified CHED's Phenomenon of Employment Model

Research Objectives

The overall objectives of the study are to get hold of a better understanding of the employability, job searching, the nature of their first job, and performances of Bachelor of Agricultural Technology graduates of Monkayo College of Arts, Sciences and Technology (MonCAST) from Batch 2021 to Batch 2024. Additionally, the aims are to establish the relative performances of these graduates with regard to securing employment and effectiveness in the world of work and to survey the quality of education provided by the institution as indicated through success in their field of work specification.

This tracer study will be conducted to provide relevant information on the employability of the Bachelor of Agricultural Technology graduates of Monkayo College of Arts, Sciences and Technology. Specifically, it aims to describe the respondents in terms of employment characteristics, to assess the BAT program in terms of the overall adequacy of curriculum and satisfaction on competencies gained, and to obtain feedback from alumni and employers on the effectiveness of curriculum and their suggestions for curricular improvement.

Specifically, the study intended to achieve the following objectives:

1. To determine the demographic profile of the BAT graduates from 2021-2024;
2. To determine the employment status of the graduates;
3. To assess the graduates' satisfaction on professional competencies gained from BAT program;
4. To identify the graduates' satisfaction on personal attributes honed by BAT program; and
5. To determine graduates' satisfaction on management and leadership skills developed from BAT program.

METHODOLOGY

Research Design

This paper will use quantitative research design more specifically descriptive tracer study as an attempt to determine and to verify the employment status of MonCAST Alumni and curriculum feedback of Bachelor Agriculture Technology from Batch 2021 to Batch 2024.

A tracer study is conducted to describe the employment profile of graduates, examine how the program has contributed to their personal and professional development, assess the effectiveness of how the program was delivered, and explore key aspects of the curriculum's relevance to their employment success. Such studies are widely used in higher education as a means to evaluate the effectiveness of academic programs through meaningful and measurable indicators (Sarsale et al., 2024).

This descriptive tracer study design is expected to yield valuable insights into several key areas. It will provide a clear picture of the employment status and career paths of BAT graduates, including the relevance of their current jobs to their field of study. The study will also reveal graduates' perceptions of how the program contributed to their personal growth, professional skills, and leadership development. Additionally, it will uncover feedback on the effectiveness of curriculum delivery and identify which components of the program align with industry needs. These insights will guide curriculum refinement, institutional planning, and the development of strategies to enhance graduate employability and program relevance.

Population and Sample Size

Through the cooperation of Monkayo College of Arts, Sciences and Technology and its Alumni Association, the research respondents were then identified. The MonCAST BAT graduates were interviewed and assessed by the researcher. The population for this study consists of all MonCAST BAT graduates from 2021 to 2024, totaling 156 graduates (2021 – 24, 2022 – 35, 2023 – 52, and 2024 – 45). Given the manageable population size, a total population sampling technique is ideal, ensuring that all graduates are included in the study. This approach provides a comprehensive analysis of career outcomes and curriculum effectiveness by capturing diverse experiences and employment trends.

Research Instrument

The study will utilize two adapted questionnaires as research instruments. The first is a modified questionnaire from the CHED Graduate Tracer Study, authored by the Commission on Higher Education (CHED), which will be used to gather data on the graduates' employment status, job relevance, and career progression. The second is an adapted questionnaire from the study of Ceniza et al. (2022), titled *"Agriculture Graduates' Employment Profile and Feedback on Curriculum,"* published in the *Journal of Agriculture and Technology Management (P-ISSN: 2599-4875)*. This instrument will be used to assess the graduates' feedback on the BAT curriculum, including its alignment with industry demands and its effectiveness in preparing them for their careers.

Additionally, esearch questions will be based into two adapted questionnaires. Modified questionnaire from CHED Graduate Tracer Study authored by the Commission on Higher Education. and from the study of Ceniza, et al. 2022. Agriculture Graduates' Employment Profile and Feedback on Curriculum. Journal of Agriculture and Technology Management. P-ISSN:2599-4875.

Data Collection Procedure

The study used primary data from MonCAST Elementary Education graduates' responses in the period of 2017-2019. The target populations were the alumni from 2017-2019. The master list of the graduates was secured from the Registrar's and MonCAST Alumni Association's offices. The profile of the respondents was presented using descriptive statistics. Questionnaires were sent to the graduates using contacts that were categorized through personal mobile numbers, office numbers, email addresses, and through social media like Google Form and Messenger. Graduates with no current employment were also sent tracer questionnaires.

Statistical Treatment

The study will employ descriptive statistical treatments to analyze the data collected from the adapted questionnaires. Descriptive statistics, including frequency counts, percentages, mean, and standard deviation, will be used to summarize the graduates' employment status, job relevance, and curriculum feedback.

Table 1. Parametric Description Limits on the level of Satisfaction on Professional Competencies gained from BAT Graduates

Mean Range	Likert Scale Equivalent	Interpretation
4.21 – 5.0	Very Satisfied	The graduate feels the program fully developed their professional competencies. They are highly confident in applying their knowledge and skills in real-world settings.
3.41 – 4.2	Satisfied	The graduate believes the program effectively developed their competencies. They feel well-prepared, with only minor areas for improvement.
2.61 – 3.4	Neutral	The graduate feels undecided or mixed about the competencies gained. They may have experienced gaps or inconsistencies in the training.
1.81 – 2.6	Dissatisfied	The graduate believes the program did not adequately develop their professional competencies. They may feel underprepared for professional practice.
1.0 – 1.8	Very Dissatisfied	The graduate feels the program failed to develop their competencies. They lack confidence in their skills and perceive a serious deficiency in the training received.

Table 2. Parametric Description Limits on the level of Satisfaction on Personal Attributes gained from

Mean Range	Likert Scale Equivalent	Interpretation
4.21 – 5.0	Very Satisfied	The graduate believes the BAT program fully nurtured and strengthened their personal attributes. They feel highly confident in their integrity, responsibility, adaptability, and other essential traits.
3.41 – 4.2	Satisfied	The graduate feels the program effectively supported the development of their personal attributes. They are well-prepared, though they may see room for minor improvement.
2.61 – 3.4	Neutral	The graduate is undecided or uncertain about the influence of the program on their personal development. Their experience may have been inconsistent or average.
1.81 – 2.6	Dissatisfied	The graduate feels the program did not adequately support the development of personal attributes. They may feel underprepared in areas such as teamwork, ethics, or self-management.
1.0 – 1.8	Very Dissatisfied	The graduate believes the program failed to nurture their personal attributes. They feel unprepared to meet professional standards in behavior, values, or interpersonal conduct.

BAT Graduates

Table 3. Parametric Description Limits on the level of Satisfaction on Management and Leadership gained from BAT Graduates

Mean Range	Likert Scale Equivalent	Interpretation
4.21 – 5.0	Very Satisfied	The graduate believes the BAT program fully developed their management and leadership skills. They feel highly confident in leading teams, making decisions, managing resources, and handling responsibilities in professional settings.
3.41 – 4.2	Satisfied	The graduate feels the program effectively developed their leadership and management abilities. They are well-prepared for leadership roles, though they may identify some areas for further growth.
2.61 – 3.4	Neutral	The graduate is undecided or mixed in their perception of how the program enhanced their leadership skills. They may feel that the development was inconsistent or average.
1.81 – 2.6	Dissatisfied	The graduate believes the program did not adequately develop their management and leadership skills. They may feel underprepared for roles that require supervision, coordination, or decision-making.
1.0 – 1.8	Very Dissatisfied	The graduate feels the program failed to develop leadership competencies. They lack confidence in their ability to manage tasks, lead people, or take initiative in organizational settings.

RESULTS AND DISCUSSIONS

This chapter presented and discussed the results from the data collected through survey using the generally accepted statistical tools and principles. The study attempted to investigate the employment status of Bachelor of Agricultural Technology of Monkayo College of Arts, Sciences, and Technology. The major findings gathered through one-on-one and online interviews. The data gathered for this study were also presented through figures and tables. Presentations were categorized into respondents' profile, locations, studies and trainings, employment status, and suggestions. The total number of traced respondents for this study was 156 which were 8.72% of the total number of graduates from 2021 to 2024 This study also presented the relevant

results of the larger study that traced the graduates of MonCAST. It also attempted to discover if the preferred route still prevailed to the bachelor's degree of MonCAST BAT graduates.

The result of this study would provide concrete information for future and strategic planning for both MonCAST Institution and its Alumni Association.

Table 4. Enrolment Profile of BAT Program

Academic Year	1st	2nd	3rd	4th	Total
2020-2021	52	60	35	24	171
2021-2022	76	48	55	35	214
2022-2023	156	72	45	52	325
2023-2024	202	124	69	43	438

Table 4 shows the enrolment data of the Bachelor of Agricultural Technology (BAT) program from 2020–2021 to 2023–2024 which shows a steady and significant increase in total enrolment, rising from 171 to 438 students. The first-year level experienced the most notable growth, indicating strong recruitment and rising interest in the program. While second- and third-year enrolments also increased, fourth-year numbers peaked in 2022–2023 and slightly declined thereafter, suggesting potential challenges in student progression or retention. Overall, the data reflects a growing program with expanding reach, though it may benefit from strengthened support systems to improve retention and completion rates.

The Profile of the Respondents

The collected data illustrate the respondents' profiles which have been classified into age, gender, marital status, current location and residence, and the records from any Professional Licensure Examination, skills trainings, and employability competencies.

Table 5. Demographic Profile of the Graduates

Gender	Batch 2021 (N=24)	Batch 2022 (N=35)	Batch 2023 (N=52)	Batch 2024 (N=45)	Total (N=156)
Male	12 (50%)	20 (57.1%)	32 (61.5%)	22 (48.9%)	86 (55.1%)
Female	12 (50%)	15 (42.9%)	20 (38.5%)	23 (51.1%)	70 (44.9%)

The table shows the sex distribution of students from Batch 2021 to Batch 2024, with a total of 156 students. Overall, male students slightly outnumber female students, comprising 86 or 55.1% of the total, while females account for 70 or 44.9%. In Batch 2021, there was an equal number of male and female students, each representing 50%. Batch 2022 and Batch 2023 saw a higher proportion of male students at 57.1% and 61.5%, respectively. However, in Batch 2024, the trend shifted slightly, with female students making up 51.1% compared to 48.9% male students. This data reflects a general trend of male predominance across most batches, except for Batch 2024, where females slightly outnumbered males.

Table 6. Marital Status

Status	Batch 2021 (N=24)	Batch 2022 (N=35)	Batch 2023 (N=52)	Batch 2024 (N=45)	Total (N=156)
Single	8 (33.3%)	20 (57.1%)	38 (73.1%)	38 (84.4%)	104(66.7%)

Single Parent	1 (4.2%)	5 (14.3%)	1 (1.9%)	-	7(4.5%)
Married	15 (62.5%)	10 (28.6%)	13(25%)	7 (15.6%)	45(28.8%)

The table 6 presents the civil status of students from Batch 2021 to Batch 2024, totaling 156 individuals. The majority of students across all batches are single, accounting for 104 or 66.7% of the total. This trend increases over time, with only 33.3% of Batch 2021 being single, compared to 84.4% in Batch 2024. Married students make up 45 or 28.8% of the total, with the highest percentage found in Batch 2021 (62.5%) and the lowest in Batch 2024 (15.6%). Meanwhile, single parents represent a small portion of the population at only 4.5%, with the highest proportion in Batch 2022 (14.3%) and none recorded in Batch 2024.

Table 7. Location of Residence

Location	**Batch 2021 (N=24)**	**Batch 2022 (N=35)**	**Batch 2023 (N=52)**	**Batch 2024 (N=45)**	**Total (N=156)**
Brgy.	10 (41.7%)	14 (40%)	17 (32.7%)	29 (64.4%)	70 (44.9%)
Mun.	9 (37.5%)	10 (28.6%)	18 (34.7%)	7 (15.6%)	44 (28.2%)
City	4 (16.7%)	10 (28.6%)	12 (23.07%)	4 (8.9%)	30 (19.2%)
Over-seas	1 (4.1%)	1 (2.8%)	2 (3.8%)	-	4 (2.7%)
Not Traced	-	-	3 (5.7%)	5 (11.1%)	8 (5%)

The table displays the locations of students from Batch 2021 to Batch 2024, with a total population of 156. The majority of students come from barangays, comprising 70 or 44.9% of the total, with the highest concentration in Batch 2024 at 64.4%. Students from municipalities make up 44 or 28.2%, with a fairly consistent distribution across batches, though the percentage declines notably in Batch 2024 (15.6%). City residents total 30 or 19.2%, with the highest percentages in Batches 2022 and 2023. A small portion of students, 4 or 2.7%, are from overseas, with no overseas students recorded in Batch 2024. Additionally, 8 students or 5% could not be traced, mostly from the most recent batches. Overall, the data shows a growing number of students coming from barangays, particularly in the latest batch, while representation from cities and municipalities has declined.

Table 8. Overall Working Place

Location	**Batch 2021 (N=24)**	**Batch 2022 (N=35)**	**Batch 2023 (N=52)**	**Batch 2024 (N=45)**	**Total (N=156)**
Local	23 (95.9%)	34 (97.2%)	50 (96.2%)	45 (100%)	152 (97.3%)
Abroad	1 (4.1%)	1 (2.8%)	2 (3.8%)	-	4 (2.7%)

The table shows the general location of students from Batch 2021 to Batch 2024, with a total of 156 students. A significant majority, 152 or 97.3%, are from local areas across all batches. Each batch consistently reflects this trend, with Batch 2024 having all of its students (100%) coming from local areas. A small portion, only 4 students or 2.7%, come from abroad, represented in Batches 2021 to 2023, while none were recorded in Batch 2024. Overall, the data indicates that almost all students in the program are locally based, with minimal representation from overseas.

Table 9. Performance Examinations

Status	**Batch 2021 (N=24)**	**Batch 2022 (N=35)**	**Batch 2023 (N=52)**	**Batch 2024 (N=45)**	**Total (N=156)**
Passed	4 (16.7%)	6 (17.1%)	12 (23.1%)	12 (26.7%)	34 (21.8%)
Retaker & Passed	2 (8.3%)	3 (8.6%)	2 (3.8%)	-	7 (4.5%)
Retaker & Not Passed	5 (20.8%)	9 (25.7%)	10 (19.2%)	15 (33.3%)	39 (25%)
Haven’ttaken the Exam yet	13 (54.2%)	17 (48.6%)	28 (53.9%)	18 (40%)	76 (48.7%)

The table presents the licensure exam status of students from Batch 2021 to Batch 2024, with a total of 156 individuals. Out of this total, 34 students or 21.8% passed the exam on their first try, with the percentage gradually increasing from 16.7% in Batch 2021 to 26.7% in Batch 2024. Meanwhile, 7 students or 4.5% passed the exam after retaking it, mostly from the earlier batches. A larger portion, 39 students or 25%, have taken the exam but did not pass, with the highest number found in Batch 2024 at 33.3%. Notably, the biggest group, totaling 76 students or 48.7%, have not taken the exam yet, with this status common across all batches.

Table 10. Advance Studies

Status	**Batch 2021 (N=24)**	**Batch 2022 (N=35)**	**Batch 2023 (N=52)**	**Batch 2024 (N=45)**	**Total (N=156)**
Taking/ Earning	4 (16.7%)	3 (8.6%)	4 (7.37%)	1 (2.8%)	12 (7.7%)
Not Taking/ Earning	20 (83.2%)	32 (91.4%)	48 (92.3%)	44 (97.8%)	144 (92.3%)

The table illustrates the current educational status of students from Batch 2021 to Batch 2024, focusing on whether they are still taking or earning their degree. Out of the total 156 students, only 12 or 7.7% are still in the process of taking or earning their degree, with the highest percentage in Batch 2021 at 16.7%. This number steadily declines in the more recent batches, dropping to just 2.8% in Batch 2024. In contrast, the majority—144 students or 92.3%—are no longer taking or earning their degree, indicating that most have likely completed their academic requirements.

Employment Data of the Graduates

As stressed out by Caingcoy et al. (2020), employment status of graduates has been a subject of considerable research, shedding light on the challenges they face in securing appropriate employment. One critical issue discussed is underemployment, where graduates find themselves in roles that do not align with their academic qualifications. Job stability is another concern. Numerous studies reveal that graduates, especially in teaching professions, often work in temporary or contractual positions rather than securing permanent roles.

Table 11. Employment Status of Batch 2021

Gender	Employed f (%)	Unemployed f (%)	Not Traced f (%)	Total f (%)
Male	9 (75%)	3 (25%)	-	12 (50%)
Female	10 (83.3%)	2 (16.7%)	-	12 (50%)
Total	19 (79.2%)	3 (20.8%)	-	24

For batch 2017, the table presents the employment status of 24 individuals based on gender. Out of the total, 19 or 79.2% are employed, while 5 or 20.8% are unemployed, and no individuals are untraced. Among males, 9 out of 12 (75%) are employed and 3 (25%) are unemployed. Among females, 10 out of 12 (83.3%) are employed, and 2 (16.7%) are unemployed. Both genders are equally represented in the sample, each comprising 50% of the total. The data indicates a high employment rate for both male and female graduates, with slightly more females employed compared to males.

Table 12. Employment Status of Batch 2022

Gender	Employed f (%)	Unemployed f (%)	Not Traced f (%)	Total f (%)
Male	14 (70%)	6 (30%)	-	20 (57.1%)
Female	11 (73.3%)	4 (26.7%)	-	15 (42.9%)
Total	25 (71.4%)	10 (28.6%)	-	35

The table presents the employment status of 35 individuals based on gender. Out of the total, 25 or 71.4% are employed, while 10 or 28.6% are unemployed, and none are untraced. Among the 20 male respondents, 14 (70%) are employed and 6 (30%) are unemployed. Among the 15 females, 11 (73.3%) are employed and 4 (26.7%) are unemployed. Males represent a slightly larger portion of the total population at 57.1%, while females make up 42.9%. Meaning, both genders show relatively high employment rates, with females having a slightly higher employment percentage than males.

Table 13. Employment Status of Batch 2023

Gender	Employed f (%)	Unemployed f (%)	Not Traced f (%)	Total f (%)
Male	23 (71.9%)	7 (21.9%)	2 (6.2%)	32 (61.5%)
Female	16 (80%)	3 (15%)	1 (5%)	20 (38.5%)
Total	39 (75%)	10 (19.2%)	3 (5.8%)	52

The table shows the employment status of 52 individuals categorized by gender. Overall, 39 or 75% are employed, 10 or 19.2% are unemployed, and 3 or 5.8% are not traced. Among the 32 male respondents, 23 (71.9%) are employed, 7 (21.9%) are unemployed, and 2 (6.2%) are not traced. For the 20 female respondents, 16 (80%) are employed, 3 (15%) are unemployed, and 1 (5%) is not traced. Males comprise a larger portion of the total population at 61.5%, while females account for 38.5%. Thus, both genders show high employment rates, with females slightly outperforming males in employment percentage.

Table 14. Employment Status of Batch 2024

Gender	Employed f (%)	Unemployed f (%)	Not Traced f (%)	Total f (%)
Male	5 (22.7%)	15 (68.2%)	2 (9.1%)	22 (48.9%)
Female	10 (43.5%)	10 (43.5%)	3 (13%)	23 (51.1%)
Total	15 (33.3%)	25 (55.6%)	5 (11.1%)	45

The table presents the employment status of 45 individuals by gender. Out of the total, 15 or 33.3% are employed, 25 or 55.6% are unemployed, and 5 or 11.1% are not traced. Among the 22 male respondents, only 5 (22.7%) are employed, while the majority, 15 (68.2%), are unemployed, and 2 (9.1%) are not traced. In comparison, of the 23 female respondents, 10 (43.5%) are employed, another 10 (43.5%) are unemployed, and 3 (13%) are not traced. Females slightly outnumber males in the sample, making up 51.1% of the total. The data reflects a relatively low employment rate, especially among males, and highlights a notable proportion of graduates who remain unemployed or untraced.

Table 15. Overall Employment Status of BAT Graduates

Gender	Employed f (%)	Unemployed f (%)	Not Traced f (%)	Total f (%)
Male	51 (54.3%)	31 (33%)	4 (12.7%)	86 (60.3%)
Female	47 (67.1%)	19 (27.1%)	4 (5.8%)	70 (39.7%)
Total	98 (62.8%)	50 (32.1%)	8 (5.1%)	156

Generally, the table presents the employment status of 156 individuals by gender. Overall, 98 or 62.8% are employed, 50 or 32.1% are unemployed, and 8 or 5.1% are not traced. Among the 86 male respondents, 51 (54.3%) are employed, 31 (33%) are unemployed, and 4 (12.7%) are not traced. On the other hand, among the 70 female respondents, 47 (67.1%) are employed, 19 (27.1%) are unemployed, and 4 (5.8%) are not traced. While males make up a larger portion of the total population at 60.3%, females demonstrate a higher employment rate and lower rates of both unemployment and untraced status. Overall, the data suggests that female graduates have better employment outcomes compared to their male counterparts.

Table 16. Employment Related to Course of Batch 2021

Gender	**Employed**		**Total**
	Related **f (%)**	**Not Related** **f (%)**	**f (%)**
Male	5 (55.6%)	4 (44.4%)	9 (47.4%)
Female	1 (10%)	9 (90%)	10 (52.6%)
Total	6 (31.6%)	13 (68.4%)	19

The table presents the employment relevance of 19 employed individuals based on gender. Out of the total, 6 or 31.6% are working in jobs related to their field of study, while 13 or 68.4% are in unrelated jobs. Among the 9 employed males, 5 (55.6%) hold jobs related to their field, and 4 (44.4%) are in unrelated jobs. In contrast, only 1 out of the 10 employed females (10%) is in a related job, while the majority, 9 (90%), are in jobs unrelated to their field. Females make up a slightly larger portion of the employed group at 52.6%, while males account for 47.4%. The presentation of the overall data indicates that most employed graduates are in jobs not related to their field of study, with males more likely than females to be working in a related occupation.

Table 17. Employment Related to Course of Batch 2022

Gender	**Employed**		**Total**
	Related **f (%)**	**Not Related** **f (%)**	**f (%)**
Male	5 (35.7%)	9 (64.3%)	14 (56%)
Female	4 (36.4%)	7 (63.6%)	11 (44%)
Total	9 (36%)	16 (64%)	25

The employment relevance of 25 employed individuals categorized by gender. Out of the total, 9 or 36% are employed in jobs related to their field of study, while 16 or 64% are working in unrelated jobs. Among the 14 employed males, 5 (35.7%) are in related jobs and 9 (64.3%) are in unrelated ones. Similarly, among the 11 employed females, 4 (36.4%) are in related jobs, and 7 (63.6%) are in unrelated ones. Males make up a slightly larger share of the employed group at 56%, while females account for 44%. Overall, the data shows that a majority of employed graduates, regardless of gender, are working in fields not related to their course of study.

Table 18. Employment Related to Course of Batch 2023

Gender	Employed		Total f (%)
	Related f (%)	Not Related f (%)	
Male	12 (52.2%)	11 (47.8%)	23 (59%)
Female	8 (50%)	8 (50%)	16 (41%)
Total	20 (51.3%)	19 (48.7%)	39

The table presents the employment relevance of 39 employed individuals categorized by gender. Overall, 20 or 51.3% are working in jobs related to their field of study, while 19 or 48.7% are in unrelated jobs, indicating an almost even split. Among the 23 employed males, 12 (52.2%) are in related jobs and 11 (47.8%) in unrelated ones. Similarly, of the 16 employed females, 8 (50%) are in related employment and 8 (50%) in unrelated roles. Males make up a slightly larger portion of the employed group at 59%, while females account for 41%. It generally reflects a balanced distribution between related and unrelated employment across both genders.

Table 19. Employment Related to Course of Batch 2024

Gender	Employed		Total f (%)
	Related f (%)	Not Related f (%)	
Male	4 (80%)	1 (20%)	5 (59%)
Female	3 (30%)	7 (70%)	10 (41%)
Total	7 (46.7%)	8 (53.3%)	15

The table presents the employment relevance of 15 employed individuals by gender. Out of the total, 7 or 46.7% are working in jobs related to their field of study, while 8 or 53.3% are in unrelated jobs. Among the 5 employed males, 4 (80%) are in related jobs and only 1 (20%) is in an unrelated job. In contrast, among the 10 employed females, only 3 (30%) are in related jobs, while the majority, 7 (70%), are in unrelated employment. Males represent 59% of the employed group, while females account for 41%. It is suggested that males are more likely to be employed in jobs related to their field of study, whereas a larger proportion of females are working in unrelated fields.

Table 20. Employment Related to Course of All BAT Graduates

Course Relation	2021 f (%)	2022 f (%)	2023 f (%)	2024 f (%)	Total f (%)
Yes	6 (14.3%)	9 (21.4%)	20 (47.6%)	7 (16.7%)	42 (42.9%)

No	13 (23.2%)	16 (28.6%)	19 (33.9%)	8 (14.3%)	56 (57.1%)
Total	19 (19.4%)	25 (25.5%)	39 (39.8%)	15 (15.3%)	98

The table presents the employment relevance of all BAT graduates from Batch 2021 to Batch 2024, with a total of 98 employed individuals. Of this total, 42 or 42.9% are working in jobs related to their course, while 56 or 57.1% are in unrelated jobs. Batch 2023 has the highest number of graduates employed in related fields, with 20 individuals or 47.6%, followed by Batch 2022 with 9 (21.4%), Batch 2024 with 7 (16.7%), and Batch 2021 with 6 (14.3%). In contrast, unrelated employment is most prevalent among graduates from Batch 2022 (28.6%) and Batch 2021 (23.2%). It was observed that the majority of employed BAT graduates are in jobs not related to their course, though there is a notable peak in course-related employment among the 2023 graduates.

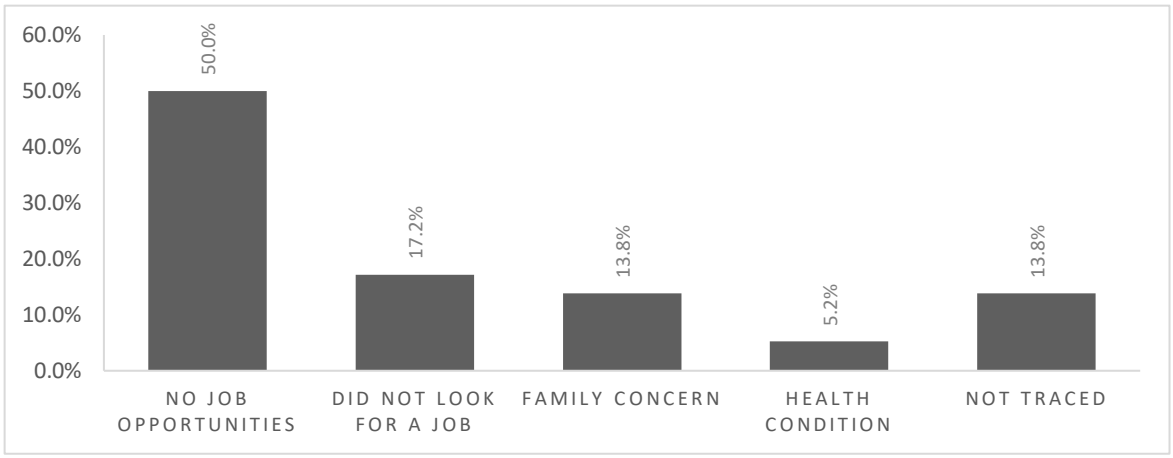

Figure 2. The Overall Reasons why not yet employed (for unemployed graduates)

Based on the interviews in some unemployed graduates, it presents the reasons for unemployment among the respondents. The most common reason is the inability to find a job, accounting for 50% of the cases. This is followed by not looking for a job (17.2%), family concerns (13.8%), and health conditions (5.2%). Additionally, 13.8% of the respondents were not traced, indicating a lack of follow-up data on their employment status. It is highlighted that while some external and personal factors contribute to unemployment, the primary issue lies in the lack of available job opportunities for graduates.

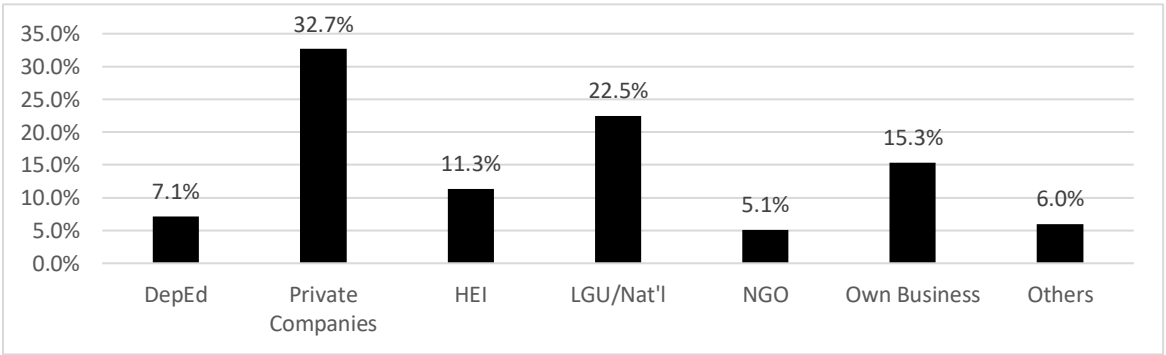

Figure 3. Overall Description of Current Employment Status

The bar graph illustrates the distribution of employment sectors among graduates, highlighting a variety of career paths pursued after graduation. The private sector employs the largest proportion of graduates at 32.7%, indicating that many graduates find opportunities in businesses, corporations, and private institutions.

Following closely, 22.5% of graduates are employed in local or national government agencies (LGU/Nat'l). This suggests that a significant number of graduates are securing positions in public service, which could be attributed to government hiring programs or civil service eligibility among the graduates. The presented portion, 15.3%, have engaged in own business or entrepreneurship, which points to a growing entrepreneurial mindset among graduates. Higher Education Institutions (HEIs) employ 11.3% of the respondents, which may include roles such as instructors, administrative staff, or research assistants. Meanwhile, 7.1% of graduates are working under the Department of Education (DepEd)—a relevant employment destination especially for those whose academic background aligns with education. A smaller percentage, 5.1%, are employed in Non-Government Organizations (NGOs), suggesting limited but meaningful engagement in advocacy work, community development, and non-profit services. Lastly, 6.0% of graduates are employed in other unspecified sectors, which may include freelance work, project-based employment, or informal sector jobs.

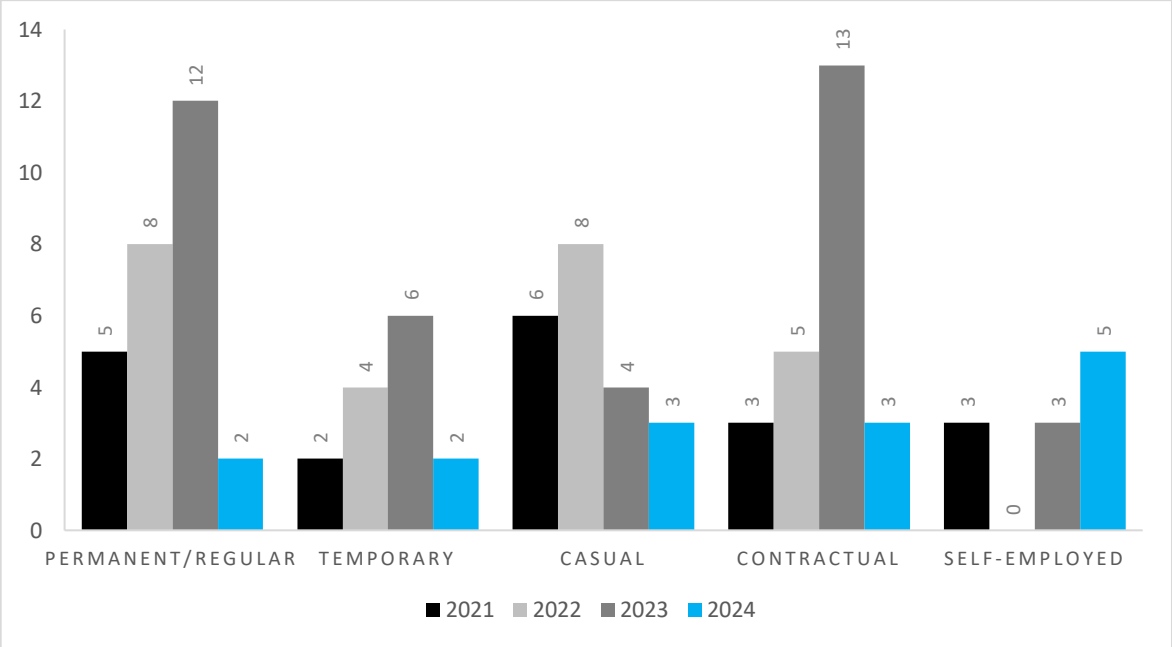

Figure 4. Present Employment Status of BAT Graduates

The figure illustrates the types of employment held by BAT graduates from Batch 2021 to Batch 2024, categorized into permanent/regular, temporary, casual, contractual, and self-employed. This shows that Batch 2023 had the highest number of graduates in both permanent (12) and contractual (13) jobs, indicating strong employment placement that year. Batch 2022 followed closely in casual and temporary work. In contrast, Batch 2024 had fewer in regular employment but showed a slight rise in self-employment, possibly due to limited job openings or recent graduation. Overall, employment types varied, with more stable roles concentrated in earlier batches. The data reveals diverse employment patterns across batches, with Batch 2023 standing out for its higher rates of both permanent and contractual jobs, while Batch 2024 shows an early trend toward self-employment.

Table 21. Occupational Classification

Nature of Work	**Batch 2021 (N=19)**	**Batch 2022 (N=25)**	**Batch 2023 (N=39)**	**Batch 2024 (N=15)**	**Total (N=98)**
Officials of Government, Excustives, Manager, Supervisor, etc.	1 (5.3%)	-	1 (2.7%)	-	2 (2%)
Professionals	5	1	-	-	6 (6.1%)

	(26.3%)	(4%)			
Clerk and Technical Associates	3 (15.8%)	19 (76%)	23 (59%)	6 (40%)	51 (52%)
Service, Shop, Market Sales	9 (47.4%)	4 (16%)	13 (33.3%)	9 (60%)	35 (35.7%)
Trade and Related Works	1 (5.3%)	1 (4%)	2 (5%)	-	4 (4.2%)

The data reveals that most BAT graduates across all batches were employed as clerks and technical associates (52%) and in service, shop, and market sales roles (35.7%), reflecting a strong leaning toward mid-level and service-oriented occupations. Batch 2023 had the highest proportion in clerical work (59%), while Batch 2024 saw the majority (60%) in sales and service roles. Professional and managerial positions remained limited, with only 6.1% working as professionals and just 2% in executive or supervisory roles, suggesting that most graduates secured entry-level or support positions rather than leadership or specialized posts.

Table 22. Reasons in Staying on Their Current Jobs

Reasons	**Batch 2021 (N=19)**	**Batch 2022 (N=25)**	**Batch 2023 (N=39)**	**Batch 2024 (N=15)**	**Total (N=98)**
Salaries & Benefits	7 (36.8%)	8 (32%)	13 (33.3%)	5 (33.3%)	33 (33.7%)
Career Challenge	1 (5.3%)	3 (12%)	5 (12.8%)	1 (6.7%)	10 (10.2%)
Related Skills	2 (10.5%)	4 (16%)	3 (7.7%)	2 (13.3%)	11 (11.2%)
Related to Course	4 (21.1%)	4 (16%)	7 (18%)	3 (20%)	18 (18.4%)
Proximity to Residence	2 (10.5%)	2 (8%)	4 (10.3%)	2 (13.3%)	10 (10.2%)
Peer Influence	1 (5.3%)	1 (4%)	3 (7.7%)	1 (6.7%)	6 (6.1%)
Family Influence	2 (10.5%)	3 (12%)	4 (10.3%)	1 (6.7%)	10 (10.2%)

The majority of BAT graduates cited salaries and benefits (33.7%) as the primary reason for accepting their current jobs, reflecting the importance of financial stability in employment decisions. Other notable factors included job relevance to their course (18.4%) and related skills (11.2%), suggesting a moderate alignment between their education and employment. Career challenge (10.2%), proximity to residence (10.2%), and family influence (10.2%) also played a role, while peer influence was the least cited (6.1%). These findings highlight a balance between practical, personal, and professional motivations behind job selection.

Table 23. Numbers of Months or Year/s landed the Current Jobs

No. of Months/Years	Batch 2021 (N=19)	Batch 2022 (N=25)	Batch 2023 (N=39)	Batch 2024 (N=15)	Total (N=98)
Less than a month	6 (31.6%)	6 (24%)	5 (12.8%)	4 (26.7%)	21 (21.4%)
1 to 6 Months	8 (42.1%)	9 (36%)	11 (28.2%)	8 (53.3%)	36 (36.7%)
7 to 11 Months	3 (15.8%)	7 (28%)	17 (43.6%)	2 (13.3%)	29 (27.6%)
1yr. to less than 2yrs.	2 (10.5%)	3 (12%)	6 (15.4%)	1 (6.7%)	12 (12.2%)
2yrs. above	-	-	-	-	-

Presented in this table is a significant portion of graduates are relatively new to their current jobs, with 27.6% of the total sample being employed for 7 to 11 months, the largest group across all years. There is also a noticeable portion (36.7%) who have been in their jobs for 1 to 6 months. The percentage of individuals in less than a month of employment remained fairly consistent across the years. A small percentage (12.2%) has been in their roles for 1 year to less than 2 years, but no respondents indicated being in their jobs for 2 years or more. This suggests that most of the individuals in the sample are relatively early in their careers or have recently started their current positions.

Table 24. Initial Gross Monthly Earning

Gross Income	Batch 2021 (N=19)	Batch 2022 (N=25)	Batch 2023 (N=39)	Batch 2024 (N=15)	Total (N=98)
Below 5k	-	-	-	-	-
6k-10k	1 (5.3%)	3 (12%)	5 (12.8%)	2 (13.3%)	11 (11.2%)
11k-15k	6 (31.6%)	7 (28%)	16 (41%)	6 (40%)	35 (35.7%)
15k above	12 (63.2%)	15 (60%)	18 (46.2%)	7 (46.7%)	52 (53.1%)

The data shows that a majority of BAT graduates (53.1%) earn a monthly gross income of 15,000 pesos and above, indicating relatively favorable employment outcomes. This trend is consistent across all batches, especially 2021 and 2022. Meanwhile, 35.7% earn between 11,000–15,000 pesos, while only a small portion (11.2%) fall within the 6,000–10,000 pesos range. Notably, no graduate reported earning below 5,000 pesos, suggesting that most employed graduates secure jobs offering above-minimum wage salaries.

Table 25. Suggestions of the BAT Graduates in term of College and Crurriculum Improvement

Suggestions	**Total N=187**	**Rank**
More Courses to Offer	36 (19.3%)	1
Focus on Review for Licensure Examination for Agriculture	33 (17.6%)	2
Trainings and Seminars for Students and Teachers	25 (13.4%)	3
Availability of School's Materials and Facilities	24 (12.8%)	4
Trainings and Seminars for Students and Teachers	20 (10.7%)	5
Provide Employment Assistance to Graduates	16 (8.6%)	7
Ensure the alignment of Assessment and Course Content	12 (6.4%)	8
School Internet and WiFi	11 (5.9%)	9
Rules for Social Media Use	10 (5.4%)	10

The presentation outlines key suggestions from 187 respondents, with the most frequent being the need for more courses to be offered (19.3%), followed by the needs for focusing on review for Licensure Examination for Agriculture (13.7%) and providing trainings and seminars for both students and teachers (134%). Other notable suggestions include enhancing availability of materials and facilities (12.8%), trainings and seminars (10.7%), and offering employment assistance for graduates (8.6%). Additionally, there were calls for better alignment of assessments with course content (6.2%) and improved internet and Wi-Fi services (5.9%). Concerns about social media rules (5.4%) clearering the overall distribution of the data. Thus, the suggestions reflect a strong demand for enhanced educational resources, administrative efficiency, and professional development opportunities.

Table 26. Suggested Courses by the BAT Graduates

Course	**2021 N=57**	**2022 N=64**	**2023 N=116**	**2024 N=57**	**Total *f* (%)**	**Rank**
Criminology	11	12	30	13	66 (22.5%)	1
BS Forestry	11	12	20	12	55 (18.7%)	2
I.T.	8	8	14	12	42 (14.3%)	3

Agri Business	6	8	15	6	35 (11.9%)	4
BS Entrep.	6	9	8	2	25 (8.5%)	5
Com. Sci.	3	3	7	6	19 (6.5%)	6
Nursing	1	5	8	3	17 (5.8%)	7
BS Biology	5	4	3	2	14 (4.8%)	8
Mass Com.	5	2	4	1	12 (4.1%)	9
Engineering Courses	1	1	7	-	9 (3.1%)	10

The data reflects the consolidated responses of Bachelor of Agricultural Technology graduates, highlighting the top 10 most suggested programs and courses. The data reveals that Criminology is the most pursued course among BAT graduates, with a total of 66 enrollees (22.5%), ranking first across the four batches. It is followed by BS Forestry with 55 graduates (18.7%) and Information Technology (I.T.) with 42 (14.3%), indicating a strong inclination toward public service, environmental sciences, and tech-related fields. Other notable choices include Agri Business (11.9%) and BS Entrepreneurship (8.5%). Courses like Computer Science, Nursing, and Biology had moderate enrollees, while Mass Communication and Engineering were the least chosen, making up only 4.1% and 3.1% respectively. This trend highlights the graduates' preference for practical, employable, and service-oriented courses.

Table 27. Suggested Major by the BAT Graduates

Course	**2021 N=23**	**2022 N=18**	**2023 N=35**	**2024 N=11**	**Total *f* (%)**	**Rank**
Horticulture	5	3	10	2	20 (29%)	1
Animal Science	5	5	6	3	19 (21.8%)	2
Agri Business	6	3	3	3	15 (17.2%)	3
Crop Protection	3	2	6	2	14 (16.1%)	4
Plant Genetics/ Pathology	3	2	4	-	9 (10.3%)	5
Bio Technology	-	2	3	1	6 (8.5%)	6
Survey and Extension	1	1	3	-	5 (5.8%)	7

Considering the suggestions of the BAT graduates, the data reflected the need for Agriculture programs to incorporate the aforementioned major. In which, the data shows that Horticulture is the top course of choice among graduates, with 20 enrollees (29%), indicating strong interest in plant cultivation and landscape management. Animal Science follows closely with 19 graduates (21.8%), reflecting continued appeal in livestock and veterinary-related fields. Agri Business ranks third at 17.2%, suggesting consistent interest in agriculture-based entrepreneurship. Crop Protection (16.1%) and Plant Genetics/Pathology (10.3%) also attracted a fair number of students, pointing to a focus on agricultural sustainability and innovation. Meanwhile, Bio Technology (8.5%) and Survey and Extension (5.8%) had fewer enrollees, yet still contribute to the diverse specialization areas within agricultural studies. This distribution reflects the graduates' orientation toward practical and science-based agricultural disciplines.

Table 28. Professional Compatencies

Item	Mean	Std Dev
Oral Communication	4.21	0.61
Written Communication	4.16	0.67
Listening Ability	4.42	0.59
Legal Thinking	4.21	0.52
Computer Literacy	4.37	0.67
Knowledge in specialized area	4.16	0.59
Practical Skills	4.32	0.57
Research Skills	4.21	0.61
Extension Skills	4.21	0.69
Critical Thinking Skills	4.32	0.57

The results indicate that graduates of the BAT program are generally highly satisfied with the professional competencies they gained. All competency areas received mean scores above 4.0, reflecting a strong overall perception of preparedness and skill development. Notably, Listening Ability (4.42) and Computer Literacy (4.37) emerged as the highest-rated competencies, suggesting that graduates feel particularly confident in their communication and digital skills. Other competencies such as Oral Communication, Practical Skills, and Critical Thinking also received high satisfaction ratings, indicating effective training in essential workplace abilities. While Written Communication and Knowledge in Specialized Areas had slightly lower mean scores (4.16), they still fall within the "Satisfied" range, implying minor areas for improvement. Additionally, the relatively low standard deviations across items suggest a high level of agreement among graduates, supporting the reliability of the findings. Overall, the data reflects a well-rounded and positively received professional competency development within the BAT program.

Table 29. Personal Attributes

Item	Mean	Std Dev
Self-confidence	4.26	0.78
Self-discipline	4.37	0.93
Independence	4.37	0.93
Desire for continuous learning	4.47	0.94
Awareness of Strengths and Weaknesses	4.26	1.02
Creativity	4.21	0.69

Punctuality	4.26	0.78
Dependability	4.11	0.85
Self-motivation	4.37	0.87
Interpersonal Skills	4.16	0.81
Initiative	4.32	0.86
Positive Attitude	4.26	0.96

The results show that graduates are highly satisfied with how the BAT program developed their personal attributes, with all items receiving mean scores above 4.0. The highest-rated attribute was *Desire for Continuous Learning* (M = 4.47), followed closely by *Self-discipline*, *Independence*, and *Self-motivation* (each M = 4.37), indicating that the program effectively nurtured qualities essential for lifelong growth and personal drive. Most attributes, such as *Self-confidence*, *Punctuality*, *Initiative*, and *Positive Attitude*, also fall in the "Very Satisfied" range, reflecting strong confidence among graduates. A few attributes, like *Dependability* (M = 4.11) and *Interpersonal Skills* (M = 4.16), were slightly lower but still within the "Satisfied" range, suggesting minor opportunities for improvement. Overall, the data indicates that the BAT program has been successful in fostering the personal attributes necessary for graduates' professional and personal success.

Table 30. Management and Leadership Skills

Item	**Mean**	**Std Dev**
Ability to organize and delegate tasks	4.26	0.85
Ability to prioritize tasks	4.32	0.98
Ability to work in a team	4.37	0.98
Ability to solve problems	4.32	0.80
Ability to organize and delegate tasks	4.26	0.85
Presentation Skills	4.21	0.77
Professional Attitude	4.32	0.98
Time Management	4.11	0.79
Resource Management	4.21	0.77
Ability to prepare a plan	4.11	1.02
Ability to implement a plan	4.16	0.87
Political Skills	4.00	0.79
Ability to work under pressure	4.32	0.92

The results indicate that graduates are generally satisfied to very satisfied with the management and leadership skills developed through the BAT program. All items have mean scores above 4.00, reflecting a consistently strong perception of the program's effectiveness in this area. The highest-rated skills include the *Ability to work in a team* (M = 4.37), *Ability to prioritize tasks*, *Ability to solve problems*, and *Ability to work under pressure* (all M = 4.32), suggesting that graduates feel well-equipped to manage tasks, collaborate, and make decisions under stress. Skills such as *Time Management*, *Planning*, and *Political Skills* received slightly lower scores (M = 4.00 to 4.16), indicating satisfaction but with room for minor improvement. Overall, the data suggests that the BAT program has been effective in building graduates' confidence in managing resources, leading teams, and handling professional responsibilities, with only a few areas requiring further enhancement.

CONCLUSIONS AND RECOMMENDATIONS

Graduates today find themselves in a transitional phase as they enter the workforce. This transition is marked by the need to navigate a job market that is not only highly competitive but also increasingly unpredictable. The rapid changes in work environments, technological advancements, and shifting industry needs require students to be adaptable, constantly updating their skills and knowledge to remain competitive.

Conclusions

Graduates today find themselves in a transitional phase as they enter the workforce. This transition is marked by the need to navigate a job market that is not only highly competitive but also increasingly unpredictable. The rapid changes in work environments, technological advancements, and shifting industry needs require students to be adaptable, constantly updating their skills and knowledge to remain competitive.

The findings of this tracer study revealed that the agriculture program at Monkayo College of Arts, Sciences, and Technology (MonCAST) has made a meaningful contribution to the professional growth and development of its graduates. Most of the respondents are currently employed in agriculture-related fields, including local government units, agribusiness, teaching in agricultural high schools, and private enterprises. Others have chosen to pursue entrepreneurial ventures, advanced studies, or work in allied sectors such as customer service and community-based development work.

The data suggests that the knowledge and practical skills gained from the agriculture program, such as crop production, animal husbandry, agribusiness management, and extension work have been relevant and applicable in the graduates' respective workplaces. However, challenges persist, particularly in terms of job availability in the agriculture sector, limited access to financial capital for agribusiness startups, and the lack of localized employment opportunities for agriculture graduates.

Despite these challenges, the graduates demonstrated adaptability and resilience by pursuing opportunities outside their immediate field while remaining committed to applying agricultural principles in varied contexts. Their suggestions, including enhanced hands-on training, stronger industry linkages, and better access to employment information are valuable for the continuous improvement of the agriculture program.

Finally, MonCAST's Agriculture program has successfully produced graduates who are competent, service-oriented, and responsive to the needs of the agricultural sector. Continuous curriculum enhancement, institutional support, and alignment with industry demands are essential to further strengthen the relevance and impact of the program in both local and national development.

Implications for Practice and Policy

To strengthen the impact and academic rigor of the study, the authors are encouraged to go beyond descriptive statistics by incorporating inferential analyses, such as correlation or regression, to explore the relationships between graduate satisfaction and employment variables (e.g., income level, job relevance, duration of employment). This would allow for a more nuanced interpretation of the data and yield insights into causal or predictive factors influencing employability outcomes.

Additionally, incorporating qualitative data, such as alumni testimonials or employer feedback, could contextualize the quantitative results and enrich the discussion. Clarifying methodological details, such as how the questionnaire was validated and the specific participation or response rate, will improve the study's credibility and transparency. A more focused analysis on retention and attrition rates within the BAT program—including reasons behind incomplete progression or dropout—could offer valuable direction for institutional reforms.

Lastly, the visual presentation of key findings using consolidated graphs or comparative tables would enhance the accessibility of results and make the study more engaging and reader friendly.

Recommendations

Based from the findings and conclusions drawn, the following recommendations are offered:

Recommendations

Based on the findings and conclusions drawn, the following recommendations are offered:

1. **Enhance Practical and Hands-On Training:** Strengthen field-based learning, laboratory work, and on-site farm experiences. Expand internship programs and establish demonstration farms to help students gain confidence and mastery in agricultural practices.

2. **Strengthen Industry and Government Linkages**

   Forge stronger partnerships with local government units, agricultural agencies, private agribusiness firms, and NGOs to create more job opportunities, field exposure, and collaborative projects. These linkages can facilitate smoother school-to-work transitions.

3. **Consider the Courses and Program Offerings**

   Add subjects on farm enterprise development, marketing, cooperative management, and access to agri-financing to prepare graduates to manage or launch their own agricultural businesses effectively.

4. **Support Agripreneurship and Access to Capital**

   Provide training in agribusiness planning and management. Collaborate with financial institutions and government programs to guide students and alumni in accessing capital for agri-enterprises and start-ups.

5. **Establish a Localized Job Placement and Alumni Tracking System**

   Develop a localized database of employment opportunities and a job placement mechanism to assist graduates. Implement a tracer and alumni tracking system for outcome monitoring and alumni engagement.

6. **Regular Curriculum Review and Alignment**

   Continuously evaluate and revise the curriculum to align with industry standards, technological advancements, and emerging needs such as climate-resilient and sustainable agriculture.

7. **Offer Review and Licensure Exam Support** Provide review sessions or materials for licensure or civil service exams to help graduates enhance their qualifications for public sector positions.

8. **Promote Agriculture Advocacy and Awareness**

   Conduct campaigns and extension services that uplift agriculture as a viable and rewarding profession. Encourage youth involvement and community engagement to strengthen the visibility and relevance of the BAT program.

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