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Occupational Status of Asian Graduates and their Implications to Institutional Curricular Offerings

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ABSTRACT

Occupational status appears to indicate a reliable and powerful characteristic of persons or households by dint of its temporal stability and substantial correlation with other social and economic variables. This descriptive study determined the occupations of BS Fi graduates and its implications to curricular offerings from school year 2002 to 2011. The standard survey questionnaire checklist was used in obtaining the data. Using descriptive statistics, results showed that majority of the male graduates above 30 years old who graduated before 2007 had permanent occupational status than females. BS Fisheries (BS Fi) graduates acquired a permanent status in their jobs because they had an additional degree like educational units, and master's degrees in their own field of specialization and other fields. Graduates with educational units and master's degree in education pursued their teaching careers. Others are employed at government fisheries agencies and other research institutions. Satisfactory working condition, good management, opportunity to travel and high salary are the factors that made graduates stay in their jobs. The university has to augment its instructional facilities and library resources to adequately meet the needs of its students for a more effective program instruction.

Keywords **—** Tertiary Education and Management, occupational status, descriptive design, Philippines

INTRODUCTION

Occupational status is one component of socio-economic status (SES) summarizing the power, income and educational requirements associated with various positions in the occupational structure. It has several advantages over the other major indicators of SES which are most commonly educational attainment and personal or family income. Occupational status reflects the outcome of educational attainment, provides information about the skills and credentials required to obtain a job and the associated monetary and other rewards. Occupational status is also a better indicator of income over the long-term than income information collected at any single point in time because in the short-term, income can be quite unstable (Williams & Collins, 1995). Finally, it is a promising measure of social position that can provide information about job characteristics such as environmental and working conditions, decision- making latitude and psychological demands of the job.

The University of Antique, Tario – Lim Memorial Campus was born in 1948 as Tario-Lim Memorial High School. Through the efforts of the late Congressman Tobias Fornier of Antique, the Tario Lim Memorial High School was integrated to the Antique School of Fisheries and through RA-2481 legislation. The name of the school was then changed to Tario-Lim Memorial Antique School of Fisheries. The Secondary Vocational Fishery Curriculum was introduced with specialization in Fish Capture, Fish Culture and Fish Preservation. In 1971, the two-and-a-half-year post-secondary Fishery Technical Education Curriculum was opened through the efforts of Principal Nicetas Marajas and paved way for the appointment of the first Fishery School Superintendent, Mr. Rafael Taruc. The baccalaureate program in fisheries technology leading to the course of Bachelor of Science in Fisheries (BSF) was opened in the year 1974 with three fields of specialization: The Aquaculture Fisheries, Marine Fisheries and Fish Processing.

With the passage of RA.7722 known as the Higher Education Act of 1994, the school was classified as a Higher Education Institution under the direct supervision of the Commission in Higher Education Regional Office VI and came to be known as a CHED-Supervised Institution in Antique. Additional degree programs were offered expanding the collegiate course offering. The school has grown as the only tertiary fishery school in Antique committed to provide manpower education as training for the enhancement of economic, social and quality development of the people in the community and the region as well as the country.

Fisheries Education as the lead course or flagship of the University of Antique Tario - Lim Memorial Campus, therefore, marks a recognizable relevance in the economic development of the Bachelor of Science in Fisheries graduates who enter in any field of endeavors especially in the K to 12 curriculum of the DepEd.

In the past years, the Tario-Lim Memorial Antique School of Fisheries now the University of Antique Tario-Lim Memorial Campus has been producing graduates in Bachelor of Science in Fisheries, but no data on its graduate's occupational status are available in the college. A significant development toward international standardization must have occurred. There should have 3 main varieties like prestige measures, socio-economic scales and nominal class categories. Prestige scale was integrated into Standard International Occupational Prestige Scale (SIOPS) by Treiman (1977).

The process of industrialization and democratization of societies in the 19th and 20th centuries make education the best way of entering one of those professions which requires both intellectual skills and increasingly high qualifications (Wnuk-Lipinska, 1989).

The investigator believes that one way to gauge the degree of absorption of University of Antique Tario-Lim Memorial Campus Bachelor of Science in Fisheries graduates into the country's labor force to determine the positive return, is to determine what they are doing, how they feel about the training they received in relation to their jobs, the motivation in the upbringing that affect the length and quality of schooling and so this study is made possible to conduct an occupational inventory of its graduates from 2001 to 2011.

OBJECTIVES OF THE STUDY

The study looked into the occupations of BS Fisheries graduates and their implications on the fisheries education curriculum. Specifically, the study determined: 1) the occupational status of BS fisheries graduates as a whole group and when classified according to the their occupations, either related or unrelated to fisheries; 2) In terms of the occupations that the self-employed graduates are engaged in, the factors that give the graduates satisfaction or dissatisfaction with their jobs, difficulty of graduates in getting jobs, factors that motivated the self-employed graduates to go into self-employment, and aspects of the fisheries education curriculum that should be improved as perceived by the graduates.

METHODOLOGY

Research Design

The study used the descriptive research design which aimed to investigate facts of existing conditions to gather data information on the present status of the graduates. Padua and Santos (1996) recommend descriptive research design for describing the status of people or subjects as they exist. It can be used to make comparison, contrast or correlation and to some extent, cause-effect relationship may be established.

Respondents of the Study

The respondents of the study were the graduates of BS Fisheries of the University of Antique – Tario-Lim Memorial Campus from 2001 – 2010. Information such as names, addresses, and contact numbers were taken from the records of the offices of the school registrar and the guidance counselor.

Table 1. Distribution of Respondents

BACHELOR OF SCIENCE IN FISHERIES GRADUATES		N
BATCH 2001	Male:	2
	Female:	1
BATCH 2002	Male:	0
	Female:	1
BATCH 2003	Male:	3
	Female:	4
BATCH 2004	Male:	4
	Female:	4
BATCH 2005	Male:	3
	Female:	2
BATCH 2006	Male:	3
	Female:	1
BATCH 2007	Male:	3
	Female:	0
BATCH 2008	Male:	1
	Female:	2
BATCH 2009	Male:	1
	Female:	0
BATCH 2010	Male:	2
	Female:	0
BATCH 2011	Male:	5
	Female:	5
TOTAL		46

Sampling Techniques

The respondents were identified using the purposive sampling, where all respondents were taken from the list of the registrar's office and the Dean's office of the College of Fisheries since they have the list of all the graduates.

Research Instrument

The study used the survey questionnaire-checklist as descriptive survey instrument of Cabrillos (1991) and (Alolod, 2013) in his study to obtain descriptive information of the respondents.

Data Gathering Procedure

The questionnaires were reproduced for the defined number of respondents. Approval to administer the questionnaire was secured from the college administrator of the university. A communication was prepared for this purpose signed by the researcher and noted by the research adviser.

The researcher then sent the questionnaires or interviewed the identified subjects, and the process continued until all the graduates from the specified years have all been interviewed through e-mails, Facebook, internets, relatives, and friends.

Data Analysis Procedure

The data were tabulated and summarized and processed using the SPSS program.

RESULTS AND DISCUSSION

The results show that most of the male graduates successfully acquired a job. On the other hand, female graduates' occupational status mostly occupied casual and contractual positions in private and government agencies. Likewise, more female graduates who has master's degree units and master's degree graduates landed as teachers. The type of employment agencies employed mostly were in the government and private agencies as well as self-employed. Educational level like BSFi with Master's Degree greatly influenced the occupational status as they were absorbed in the Department of Education (DepEd) and Commission on Higher Education (CHED). It has been noted that the factors that give graduates satisfaction to their job were *good working condition and good management with opportunity to travel* in different places or abroad. Other factors that affect income include ability, the quality of the school/college attended and the kind of work people do.

Findings reveal some concepts of an International Socio-Economic Index (ISEI) of occupational status, similar to the National Socio-Economic Indices developed by Duncan (1961). There should be scaling of occupations which will optimally explains the relationship between education and income. Hence, satisfies Duncan's definition of occupation "as the intervening activity linking income to education" (Treiman & Ganzeboom, 1990).

Table 2. Occupational Status of BS Fisheries Graduates

Category	%Permanent	%Casual	%Contractual	%None
Total/ Whole	25.6%	11.6%	25.6%	37.2
Sex				
Male	38.5	7.7	19.2	34.6
Female	15.8	15.8	31.6	36,8
Age				
Young (below 30 yrs.)	27.3	9.1	27.3	36.4
Old (30 and Older)	30.4	13.0	21.7	34.8
Year Graduated				
Before 2007	40.0	8.0	16.0	36.0
2007 and after	15.0	15.0	35.0	35.0
Educational Qualification				
BS degree	19.4	11.1	30.6	38.9
BS w/educ.	100.	.0	.0	.0
BS w/MA	50.0	50.0	.0	.0
MA	33.3	.0	.0	66.7
Income				
4, 999 .-below	.0	.0	33.3	66.7
5, 000 – 9999	.0	.10	50.0	40.0
10, 000 – 14, 9999	53.8	23.1	23.1	.0
15, 000 – 19, 999	83.3	0.0	16.7	.0

On the occupational status of the respondents, male has the greatest permanent percentage than female and mostly males are taking Fisheries course. Greatest unemployed percentage goes to Female with 36.8 % than male with 34.6%. Most of the respondents, 30 years up are permanent with 30.4% while the younger ones, 30 and below with 27.3%. Sewell, Haller and Ohlendorf (1970) have

develop a more complete recursive model of educational and occupational status attainment process. In seeking a job, the socio-economic standing of the contact/ respondent or individual will be very important in achieving result. Drawn from the data of male aged 30-65, family background, occupational achievement and the use of weak ties have strong effects in attaining jobs in high status as what is happening in the Philippines.

Information from the Wisconsin Department of Taxation and Social Security of Administration regarding the income of the parents at the time the students were in school suggest that intergenerational transmission of income is even weaker than is true for education or occupation (Sewell & Hauser, 1975). One possible reason is that income (measured in dollars, that is adjusted to inflation or peso) is highly variable over the life cycle for some workers particularly those who are self-employed or whose jobs are dependent on the weather from year to year. Also, income are highly variable from place to place reflecting differences in the cost of living. In general, men and women work at jobs of equal status although specific jobs held by men and women are very different. The sex segregation of the labor force has an important implications for income difference between men and women (Sewer & Hauser, 1975) especially in finding a job in the field of fisheries.

Of 46 graduates of BS Fisheries who indicated their employment status, 37.2% were unemployed while some are still looking for employment. The respondents who were employed permanently (males and females) were 25.6%. The respondents who were aged 30 and above were considered old and are mostly regular/permanent. This could be an indication in the development of BS Fisheries programs and trainings.

Table 3. Factors that give Satisfaction to their job

Satisfactory Working Condition	3.1500	.67082	Prevalent
Good Management	3.1364	.63960	Prevalent
Opportunity to Travel	3.0435	.47465	Prevalent
Salary is Adequate			

It was found out that 62.8% are employed and the factor that made graduate work or stays in their field of employment were: satisfactory working condition, good management and opportunity to travel as well as salary is adequate. These factors were found to be relevant why they stayed in their jobs. Sewell *et al.* (1970) links socioeconomic status and mental ability to educational and occupational attainment by means of intervening social psychological variables, including

academic performance, the influence of significant others and educational and occupational attainment.

As job experience increases, the strong tie between his contact and the hiring firm becomes increasingly important (Lin, Ensel & Vaughn, 1981).

Table 4. Job Classification of Respondents

Category	Network Administrator	Teaching	Field works in other agencies	BFAR Staff	Office work	Field work related	Total
Gender							
Male	1 8.3%	1 8.3%	1 8.3%	2 16.7%	3 25%	4 33.3%	12 100%
Female	0 0%	2 28.6%	1 14.3%	0 0%	1 4.3%	3 42.9%	7 100%
Total	1 5.3%	3 15.8%	2 10.5%	2 10.5%	4 21.1%	7 36.8%	19 100%
Age							
Young	0 0%	1 9.1%	0 0%	2 18.2%	3 27.3%	5 45.5%	11 100%
Old	1 12.5%	2 25.0%	0 0%	0 0%	1 12.5%	2 25.0%	6 100%
Total	1 5.3%	3 15.8%	2 10.5%	2 10.5%	4 21.1%	7 36.8%	19 100%
Educational Qualification							
BS Degree	7.1%	0%	7.10%	14.3%	21.4%	50%	100%
BS w/ Educ.	0%	100%	0%	0%	0%	0%	100%
BS w/ MA	0%	50%	0%	0%	50%	0%	100%
MA	0%	100%	0%	0%	0%	0%	100%
Total	1	3	1	2	4	7	19
	5.6%	16.7%	5.6%	11.10%	22.2%	89.9%	100%

Year Grad.							
2006 earlier	1 12.5%	2 25.0%	2 25.0%	1 12.5%	02 0%	8 25.0%	16 100%
2007 more	0	1	0	1	4	5	11
Recently	0%	9.1%	0%	9.1%	36.4%	45.5%	100%
Total	1 5.3%	3 15.8%	2 10.5%	2 10.5%	4 21.1%	7 36.8%	19 100%
Income							
4,999 below	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100%	0 0.0%	1 100%
5,000 to 9,000	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 16.7%	5 83.3%	6 100%
10,000 to 14,999	1 12.5%	1 12.5%	2 25%	0 0.0%	2 25%	2 25%	8 100%
15,000 to 19,999	0 0.0%	2 50%	0 0.0%	2 50%	0 0.0%	0 0.0%	4 100%
Total	1 5.3%	3 15.8%	2 10.5%	2 10.5%	4 21.1%	7 36.8%	19 100%

Out of the 46 respondents, the employment rate was high. There were 54.3% who are permanent, 23.5% are casual, 50.8% were contractual and 71.4% were unemployed. When respondents are group according to age, most of the old people were regular/permanent (30.4%) with 13.0% casual and 21.7% contractual. Many were unemployed with 34.8% while most of the young people are permanent and contractual with 37.3% each and only few are casual with 9.1%, but most of the young people were unemployed (36.4%).

While educational qualification was considered, the BS Fisheries degree holders were contractual with 30.6%, permanent with 19.4% and casual with 11.1%. The BSF with Education units were 100% permanent. Most of the BS graduates were employed in the fieldwork-related course (50%) and office works (21.4%). BS with education units were employed in the government as teachers with 100%. Employment income for BS Fisheries graduates varies with majority of them 100% earnings of below P5,000.00 while fieldwork-related graduates earned P5,000.00 (100 USD) – P5,999.00 (119 USD) (83.3%). Those graduates

receiving P10,000.00 (200 USD) – P14,999.00 (300 USD) income/earnings are 75.0% in total. Basically, male category earned higher wages than female.

Occupation of Self-employed respondents

Occupational Status is only weak when it relates to social origin for it varies over the life course as people change jobs. Occupational Status and occupational self-direction to job income can be evaluated in three modern industrial societies like US, Japan and Poland (Schooler & Schoenbach, 1994). Occupational self-direction has a strong effect where occupational status, social class and education have significant effects on job income.

When self-employment of BS Fisheries graduates was considered, the results showed that out of 46 respondents, only 19.56% were self-employed. The occupation involved were business/entrepreneurship, OFW, security guards and seaweeds gatherer.

With regards to the occupation of the self-employed graduates, six respondents answered as overseas foreign workers (60%); two answered security guards (20%), one seaweeds gatherer (10%) and one entrepreneur (10%).

Factors identified by the employed respondents related to job satisfaction according to their degree of prevalence were satisfactory working condition, good management, and opportunity to travel. These are the three most prevalent factors of the respondents as shown in the result of the study.

The proportion of individual has completed college or tertiary education was slightly larger among men (35%) than women (25%). The quantity of individual in unskilled manual occupation was high in women compared with that in men (Featherman & Hauser, 1976).

There was a lower proportion of women in high level non-manual occupation of that seen in men. The three most prevalent factors motivated the self-employed graduates to go into self-employment were: 1. Available opportunities for business (mean 3.0000, SD = 0000); 2. Family Influence (mean 3.0000, SD = 0000); and, 3. Financial Assistance Valuable (mean 3.0000, SD = 0000). The proportion of graduate respondents who are unemployed and looking for a job were relatively high standing with 36.8% for female and 34.6% male. Unemployment was more prevalent and has more percentage while employment was high among males; males has the greatest permanent percentage than female. The fieldwork-related, Office work and BFAR staff were the job classification recorded as highest among males working permanently in government agencies. Social class position has its strongest effect on income in the Philippines and occupational self-direction has

also a strong effect. Thus, occupational status in other countries like U.S., Japan or Poland as cited have significant independent effects on job income (Schooler & Schoenbach, 1994).

Table 5. Factors that gave the unemployment graduates difficulty in getting a job

Factors	mean	SD	Description
Lack of capital to Start business	4.30000	.738555	Very Prevalent
Lack of support from Influential politicians	3.0000	.55470	Prevalent
There are few jobs near our community	3.0000	.47149	Prevalent

Legend:

Mean	Level of Prevalence
3.51 - 4.00	Very Prevalent
2.51 - 3.50	Prevalent
1.51 - 2.50	Least Prevalent
1.00 - 1.50	Not Prevalent

The factors that gave the unemployed graduates difficulties in getting jobs are: there are few jobs near our community, lack of support from influential politicians, and lack of capital to start business. The university should require the faculty to go into research and tracer study on the graduates of BS Fisheries in the University of Antique that could compete in the ASEAN countries in terms of Technology through research and extension.

Occupation can be regarded as an immediate position similar to a latent variable that converts education into income, this relates more as cause than as a consequence or as a parallel measure (Treiman, 1977). That prestige is awarded on the basis of power resources and that education (cultural resources) and income (economic resources) which are the main forms of power in modern societies. In practice, however, the difference between type and years of schooling and age turned out to be not a very serious problem.

In general, in places where the level of educational inequality in the parents' generation is high educational attainment and is more dependent on social origin than it is in countries where the level of educational inequalities in the parents' generation is low.

Table 6. Factors that motivate the self-employed graduates to go into self-employment

Factors	Mean	SD	Description
Available Opportunities for Business	3.0000	3.0000	Prevalent
Family Influence	3.0000	.0000	Prevalent
Financial Assistance	3.0000	.0000	Prevalent
Profit Motive	3.0000	.0000	Prevalent

Legend:

Mean	Level of Prevalence
3.51 - 4.00	Very Prevalent
2.51 - 3.50	Prevalent
1.51 - 2.50	Least Prevalent
1.00 - 1.50	Not Prevalent

Aspect of the BS Fisheries Curriculum that needs Improvements

It is true that there are instances in which better educated persons are more highly remunerated than those with less education even when they do exactly the same work (For example, where salary increases they are related to educational credentials). Differences between countries in the educational attainment process are due both to general factors such as the level of industrialization and to specific differences in the way education is organized.

Findings show that there are very few college students who enroll and take fisheries degree like BSFi or BSFEd due to poverty and high cost of materials and facilities which cannot suffice the need of the students. The applied methodology and findings of studies analyzed poor students engaged in this course, synthesis of lessons learned in applying to fisheries and rural development. A few research requirements and gaps thought to be of particular importance. Given the broad scope of the SLA, it should not be forgotten that the fisheries sector can learn a great deal from other fields of academic research as well as from more general models of development (Macfadyen & Corcoran, 2002). Hence, the Guidance Office, Internet Service Provider and Guidance Placement Services should be given preference.

The respondents of the study whether employed or unemployed have identified the adequacy of the different curricular aspects of the school as satisfactory. However, the three most aspects level of adequacy that need improvement were: 1. Guidance Office (mean 2.1892, SD = .56947 2. Internet Service Provider

(mean 2.1081, SD = .60856) 3. Guidance and Placement Services (mean 1.8571, SD = .60773).

Results show and suggest that other data can be modified, presented and can be a useful tool and invites researchers in the field to apply measure in their comparative research. It has been found out that the guidance office, internet service and guidance placement services have not given enough attention during the years 2000-2011, unlike in the year 2012 to present where internet services improved and prospered.

In the advent of time, the guidance services and guidance placement services showed the greatest concern since the College of Fisheries became the flagship or lead course of the University of Antique, Tario-Lim Memorial Campus.

Table 7. Adequacy of BS Fisheries Education Curriculum that Needs Improvement

Factors	Mean	SD	Descriptive
Guidance Office	2.1892	0.56949	NI
Internet Service	2.1081	0.69856	NI
Guidance and Placement Services	1.8571	0.60773	NI

Legend:

GNI - Greatly needs Improvement
NI - Needs Improvement
S - Satisfactory
HS - Highly Satisfactory

The respondents identified that in the aspects of students screening, career aptitude test, on faculty acceptance, on individual differences and discipline, teacher competencies, school physical plant, and on-the-job training were satisfactory as well as library facilities like books, periodicals and unpublished studies or reports.

A man qualifies himself for occupational life by obtaining an education; as a consequence of pursuing his occupation, he obtains income. Occupation, therefore, is the intervening activity linking income to education (Duncan, 1961).

As perceived by the graduates, these areas need priority for improvement to provide students with adequate learning resources and follow ups of their occupational status to meet the demand of job employment and eventually, increase the country's economy and lessen unemployment.

CONCLUSIONS

The BS fisheries graduates had good opportunities and prospects for employment particularly in related field works and BFAR staff. Moreover, graduates with education units will likely be employed after passing the board exams for teachers so that more TLE teachers are in demand because of the K to 12 program of the DepEd.

The BS Fisheries Graduates of the University of Antique Tario-Lim Memorial Campus, Tibiao, Antique landed an employment in government and private agencies as well as self-employment. More male graduates landed employment in government agencies than female graduates and were employed as regular staff. Likewise, in contractual basis, employment of the female graduates outnumbered the males and most of them landed fieldwork-related jobs and teaching.

Classroom instructions, teaching methodologies and laboratories should be more practical-oriented. The out-of-the classroom experiences such as practical work in the canning activities, in fish pond or aquaculture and those gained from educational trips especially in mangrove plantation and ecology, environmental observation to enhance direct contact with institutions, offerings BS Fisheries course, and private or public institutions on their on-the job training had helped a lot for the employment of the graduates.

IMPLICATIONS TO CURRICULAR OFFERINGS

The University has to augment its instructional facilities and library resources to adequately meet the needs of its students for a more effective program and instructions. Job placement services and work-based learning opportunities are effective ways in providing University students with relevant employment skills, knowledge and awareness of the employer.

Researchers may develop new technologies and teaching strategies that could be employed and used by the instructors in enhancing their teaching skills and capability. Therefore, improved quality teaching will lead to competent and quality graduates in the field of fisheries. Moreover, it would increase employability of graduates in the world market.

More importantly, the guidance placement services of the College should give more attention to its graduates and follow-ups should be intensive so that the students' occupational status and whereabouts will be reached and achieved. There is a need of more internet provider for the students to avail so they will be

equipped with more techniques and processes making them totally salable in the world market comparable to the ASEAN integration.

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