

Profile and Employability Performance of Jose Rizal Memorial State University – Tampilisan Campus Bachelor of Elementary Education Graduates

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ABSTRACT

Nowadays, academic institutions need to make an assessment of their graduates to introduce improvements of the program. The study aimed to trace the BEEd graduates S.Y. 2010 – 2013 based on their profile and employability performance. The study utilized a descriptive - survey research design to collect data using the documents of records and files of the education graduates for School Year 2010-2013. The researchers used frequency count and simple percentage to answer the problems. The study revealed that most of the graduates are employed in the different public and private agencies. The graduates were almost equally distributed in terms of performance rating since there are outstanding, very satisfactory and satisfactory. The study concludes that most of the BEEd graduates from S.Y. 2010 – 2013 are already employed. There are more females who are employed in public and private agencies compared to males.

Most of the graduates are regular in their jobs. As to their nature of work, there are more *very satisfactory* in terms of job performance rating. Therefore, parents may also be encouraged to send their children to school and enroll education even if they are male or female because they are still employable. The school may take possible measures or intervention for linkages so that they could help their graduates get employment.

Keywords — Tracer Study, employability performance, BEd graduates, descriptive design, Philippines

INTRODUCTION

As the students graduate in college, they receive the diploma which serves as their key for employment. It's a proof that he has already finished a course and earned a degree. Tracer studies or Graduate surveys describe a standard survey (in written form) of graduates from higher education institutions, which take place sometime after graduation, usually two years.

Tracer studies constitute one form of empirical study, which can be considered and appropriate means of evaluating the results of the education and training provided at a given institution. It brings together certain basic types of information concerning the level of employment, unemployment and underemployment amongst graduates, the contemporary undergraduate experience, the first and current work position of graduates and the correspondence between educational qualifications and required work skills. Results of such studies can often demonstrate the success of education and training in relation to the graduates, labour market and employers. The information acquired by means of tracer surveys can also indicate possible deficits in given educational programme and serve as a basis for future planning activities, at both the institutional and national levels, such that academic programmes might be brought more closely in line with the needs of the economy. (Tertiary Education Commission. Graduate Tracer Study, 2008).

In Japan, results revealed that employment rates for men who finished tertiary education rises to 92.4 % compare those who did not graduate in college which has 85.8% employment rate, and unemployment rates falls 6.4% to 3.1% , whereas the employment rate of women who university degree rises from 60.8% to 69.9% and the unemployment rate falls from 5.3% to 3.3% (OECD Indicators, 2011). On the other hand, there was a high unemployment rate of

college graduates in China which may have big impact for China's economic growth and on world labor market (Whalley & Xing, 2013).

FRAMEWORK

The study is anchored on the Theory of Schomburg (2003) which identifies the outputs as attribute such as knowledge and skills, outcomes as transitions to employment, work experience and service to study. He stated that the use of the tracer study by institute on is a method for knowing the "destiny of their graduates and the relationships between their study and their professional reward".

Another theory that made the anchor of the study is the Job Characteristics Theory of Hackman and Oldham, (1976) who proposed a framework to study how particular job characteristics affect job outcomes and job satisfaction. The framework states a number of core job characteristics that give impact on job outcomes. These are: Skill Variety (the degree to which a job requires a variety of different activities in carrying out the work and involves the use of different skills and talents of the individual), Task Identity (the degree to which the job requires completion of a "whole" and identifiable piece of work that is, one that involves doing a job from beginning to end with a visible outcome), Task Significance (the degree to which the job has substantial impact on the lives or work of people on other departments in the organization or in the external environment), Job Autonomy (the degree to which the job gives the employee substantial freedom, independence and discretion in scheduling the work and in determining the procedures to be used in carrying it out), and Job Feedback (the degree to which carrying out the work activities required by the job results in the individual obtaining direct and clear information to the results of his performance.

OBJECTIVE OF THE STUDY

The study aimed to determine the profile, and employability performance of BEEd graduates of Jose Rizal Rizal Memorial State University-Tampilisan Campus S.Y. 2010-2013.

Specifically, this study sought to determine the employability performance of BEEd graduates in terms of employability status, tenure of employment, length of service, agency/office they are employed and performance rating when classified according to year graduated.

METHODOLOGY

The study employed descriptive survey method of research through a questionnaire-checklist. The descriptive method was used in this study because the performance of the graduates was described as to their profile and employability performance.

The College of Education of Jose Rizal Memorial State University –Tampilisan Campus was established in School Year 1997 – 1998 and has produced quality graduates and high ratings in terms of percentage in the Licensure Examination for Teachers (LET). The respondents of the study were the graduates of Bachelor of Elementary Education from School Year 2010-2013 as based on the official record coming from the Registrar’s Office (See Table 1).

Table 1. Population Distribution of BEED Graduates SY 2010 - 2013

| School Year | Male | Female | Total |
|-------------|-------|--------|-------|
| | Freq. | Freq. | Freq. |
| 2009 – 2010 | 10 | 12 | 22 |
| 2010 – 2011 | 14 | 11 | 25 |
| 2011 – 2012 | 8 | 9 | 17 |
| 2012 – 2013 | 8 | 12 | 20 |
| Total | 40 | 44 | 84 |

Before the research was conducted, the questionnaire-checklist was first examined by some experts to check its content to make sure that every item has relevance to the study. There were 2 items which were discarded (location of residence and year graduated). Then the questions that were revised were examined again by the panel of experts composed of the faculty members from the College of Education, finally those items that were rated as accepted were included in the instrument.

After acquiring the names and addresses of the BEEed graduates, permission letters were then prepared and distributed to the following offices: Dean of the College of Education, CED Research Coordinator and to the DepEd Principals, and other concerned personnel concerning the conduct of the study.

The questionnaire – checklist was distributed personally by the researchers to facilitate proper coordination to the respective schools, schedule of school visit

was prepared and observed by the researchers. Nearby schools were first visited by the researchers, followed by those distant schools. The researchers handed over the questionnaire – checklist to the respective teacher – respondents and because they were asked to list their employability status, agency/office employed, tenure of employment, and other retrieval of the questionnaire for sometimes, but eventually after one or two weeks, the answered questionnaire – checklist were readily available. The study used frequency count and simple percentage.

RESULTS AND DISCUSSION

Table 2. Profile of BEED Graduates Regarding Sex and Year Graduated

| | 2009 – 2010 | | 2010 – 2011 | | 2011 - 2012 | | 2012 – 2013 | | Total | |
|--------|-------------|-------|-------------|-----|-------------|-------|-------------|-----|-------|-------|
| | f | % | F | % | f | % | F | % | f | % |
| Male | 10 | 45.45 | 14 | 56 | 8 | 47.06 | 8 | 40 | 40 | 47.62 |
| Female | 12 | 54.54 | 11 | 44 | 9 | 52.94 | 12 | 60 | 44 | 52.38 |
| Total | 22 | 100 | 25 | 100 | 17 | 100 | 20 | 100 | 84 | 100 |

These imply that there are more female graduates compared to males. This is probably attributed to the concept of perceiving that education course seemed to be a feminine profession. Thus, males are also less interested to pursue such course in college. Because according to some men, education course is for the girls and not for the boys and majority of the girls will be hired immediately compared to the boys. The book, *The Philippine Labor Code* (DOLE, 2009), states that the employer has the right to select his employees and to decide when to engage them. He has the right under the law to full freedom in employing any person free to accept employment from him, and this, except as restricted by valid statute or valid contract, at a wage and under conditions agreeable to them. The author wants to give insights about the rights between the employee and employer with regards to the employment that should be given to any person to be employed whether he/she is a male/female as long he can do his/her job productively.

Table 3. The Employability Status, Tenure of Employment, Length of Service, Type /Agency Employed, Performance Rating of BEEd Graduates According to Year Graduated

| | Employability Status | | | | Tenure of Employment | | | | | Length of Service | | | | | Type/Agency Employed | | | Performance Rating | | |
|-----------|----------------------|---------------|-------------|-------|----------------------|-----------|------------|-------------|-------|-------------------|-----------|-------------|------------|-------|----------------------|---------|-------|--------------------|--------------|--------------|
| | Employed | Self-employed | Un-employed | Total | Regular | Temporary | Substitute | Contractual | Total | One Year | Two Years | Three Years | Four Years | Total | Government | Private | Total | Standing | Satisfactory | Satisfactory |
| | | | | | | | | | | | | | | | | | Out | Very | | |
| 2012-2013 | 18 | 4 | 2 | 24 | 13 | 1 | 5 | 1 | 20 | 6 | 8 | 3 | 0 | 17 | 15 | 5 | 20 | 10 | 10 | 2 |
| 2011-2012 | 15 | 1 | 4 | 20 | 15 | 0 | 0 | 5 | 20 | 4 | 4 | 3 | 6 | 17 | 12 | 3 | 15 | 1 | 2 | 10 |
| 2010-2011 | 10 | 2 | 2 | 14 | 13 | 3 | 0 | 0 | 16 | 3 | 4 | 3 | 2 | 12 | 10 | 6 | 16 | 6 | 4 | 10 |
| 2009-2010 | 18 | 4 | 4 | 26 | 14 | 2 | 0 | 0 | 16 | 3 | 2 | 6 | 4 | 15 | 17 | 4 | 21 | 6 | 6 | 5 |

The result implies that BEEd graduates have the longer term in duty probably because most of them did not pass the LET exam and the school will prefer those graduates or applicants who are LET passers. The outcome denotes that out of 84 graduates under study, 61 of them were employed either regular or temporary, and in terms of length of service, there were graduates who already rendered four years in their service. This is a remarkable indication that despite of the difficulty in finding jobs, there were BEEd graduates, who find a job right after graduation.

The data revealed that in the 4 - year period, majority of the respondents were very satisfactory in their job performance and as observed, there were minimal graduates who got outstanding performance. The reason is that most of the agencies have a high standard performance qualification evaluation system, specifically, in DepEd.

From the employers’ point of view, employability exhibits traits that employers anticipate necessary for the future effective functioning of their organization. Increasingly, graduates need to be more flexible in response to the growing number of occupation changes experienced through life for many people because of the increase in short-term contracts, part-time work, outsourcing and home-working (Harvey, Locke, & Morey, 2002).

Employability Performance

As to their employability status, most of the graduates were employed in the different public and private agencies. Most of them are females and only few are males. In terms of tenure of service under 1 – 4 years, graduates were mostly

employed with 61 out of 84 since the remaining 11 graduates are still new and had not reached a period of one year.

Most of the graduates were regular employees in public and private offices with 72 or 85% out of 84 graduates. Regarding the length of service, the graduates were almost equally distributed with one year in service, two years, three and four years with 16, 18, 15 and 12 graduates. Most of them were employed in government agencies. In terms of school year graduated, most of the graduates (32 out of 84) were employed in government in 4-year period.

As to their job performance, the graduates were almost equally distributed in terms of performance rating since 20 were outstanding, 18 were very satisfactory, and 23 were satisfactory. The existence of a huge number of educated unemployed can lead to a certain amount of political instability in the country. In this matter, the analysis of the unemployment situation in the Philippines has shown that the young graduates are still in the job-hunting stage (Arcelo & Sanyal, 1987).

CONCLUSION

The BEEd graduates from S.Y. 2010 – 2013 were already employed. There were more females who were employed in public and private agencies compared to males. Most of the graduates were regular/permanent in their job. The graduates mostly rendered service for 1 – 2 years. Most of them worked in public agencies. As to their nature of work, they were more very satisfactory in terms of job performance rating.

Hence, BEEd graduates in JRMSU – TC were employed in the government agencies and most of them were in the field of teaching. There were some who engaged in private agencies for the reason of having their choice of career wherein they can enhance and develop their skills not in the field of teaching.

On the other hand, according to a survey of more than 30,000 graduates from 10 European countries about 3–4 years after graduation, only a minority of 10–20% of graduates face substantial problems in the labor market or end up in positions not commensurate with their level of education. There is a clear North-South differential in Europe with respect to transition and objective employment measures, while the pattern is more differentiated with respect to the perceived utilisation of knowledge, the self-rated adequacy of position and the job satisfaction. Among OECD nations in 2013, the worst unemployment rates for graduates were in by Greece, Spain and Portugal. (Teichler, U. 2002), *OECD 2015 (Press release)*.

TRANSLATIONAL RESEARCH

The outcome of this study can be translated into a journal to serve as a reference for the school to monitor their graduates if they have landed a job right after graduation and to provide intervention for possible linkages so that they could help their graduates get possible employment and conduct career orientation seminar.

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