

Employment and Career Trends of Bachelor of Secondary Education Graduates: Batangas State University, A.Y. 2016-2017

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ABSTRACT

Education is an important factor that contributes to nation's growth where competent people are produced who will help in the solution of one of the country's unemployment problems. Tertiary education gained from universities and colleges has its supreme roles in developing society, and training the future elite. Universities nowadays all over the country offer many courses for students to serve as a training ground for them to enhance their skills, abilities and to gain more knowledge about the degree that they are taking up. Many courses may suit their specializations and skills, and gain more knowledge about the degree they have taken up.

INTRODUCTION

Education is an important factor that contributes to nation's growth where competent people are produced who will help in the solution of one of the country's unemployment problems. Tertiary education gained from universities and colleges has its supreme roles in developing society, and training the future elite. Universities nowadays all over the country offer many courses for students to serve as a training ground for them to enhance their skills, abilities and to gain more knowledge about the degree that they are taking up. Many courses may suit their specializations and skills, and gain more knowledge about the degree they have taken up.

An educational career or profession of a person is usually irrelevant to the course had taken. The discrepancy of the course and the present career is questionable, which is why tracing each person's activity is being done in most universities and colleges. Despite low supply of teachers in the country, there is still a possibility for a person to shift career right after graduation. It has been observed that a person would learn capably to do certain things after the experiences that they had gone through. On the other hand, there are still who pursue teaching despite disadvantages of doing so.

Employability of a person is the ability for gaining and maintaining employment. It is used to engage or make use of the services of an individual in return for money (Hillage & Pollard). Employability is a difficult concept to define concisely and broadly. As it is a term used in a variety of contexts with a range of meanings and can lack simplicity and accuracy. As it is a term used in a mixture of contexts with a range of meanings and can lack simplicity and exactness as an operational concept. For individuals, employability depends on the knowledge, skills and abilities they possess, the way they present those assets to employers. As such, employability is affected by both supply-side and demand-side factors which are often outside of an individual's control.

On the other hand, the College of Teacher Education as a teacher education institution is also held accountable for breeding quality teacher graduates with good employability characteristics. It must have, therefore exhaust all potential measures to provide quality education as reflected in the rate of their graduates passing in the taken Professional Licensure Examination.

A tracer study is the follow up of graduates of higher education or institutes. It aims to evaluate one's progress up to the time they get a job. Tracer study is a simple tool designed to measure the relevance of vocational training. It is seen as a management tool for planning and monitoring of training programmes which course to add, change or phase out. It provides information for programmatic changes and reviews of training curricula and also helps to monitor the delivery of training. As of now, most of students choose education as their first choice because they want to be more educated and they want to discover new things and with this, they will never be afraid to try things out because it keeps them fueled to discover and learn more about life. Education is often regarded as one of the principal solutions to escape poverty (Baumol 2003). Many students choose education as their course because of the influence of their parents. For secondary education, students can easily focus on one subject; particularly, they can use diverse methods and strategies and be an expert in one subject; particularly, they can

use different methods and strategies and be an expert in one subject. In the elementary education, teachers have many assigned tasks to do and are assigned to teach all of the academic subjects.

STATEMENT OF THE PROBLEM

This study aimed to determine the employability of graduates of College of Teacher Education, Bachelor of Secondary Education from AY 2016-2017, with the intent of finding implications to graduates seeking for employment.

Specifically, the study sought to answer the following questions:

1. What are the profiles of the secondary education graduates in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 course taken;
 - 1.5 year graduated;
 - 1.6 professional examination passed; and
 - 1.7 Other tertiary level qualification/advance studies?
2. What are the graduates' reasons for:
 - 2.1 taking the course;
 - 2.2 Pursuing other tertiary level qualification/ advance studies?
3. How many of the graduates are currently employed?
4. What are the graduates' reasons as to why they are not currently employed?
5. How employable are the graduates in terms of:
 - 5.1 waiting time for the first job;
 - 5.2 employment status;
 - 5.3 present occupation; and
 - 5.4 Gross monthly income?
6. To determine the relevance of the following to the graduates' first job:
 - 6.1 course/ degree; and
 - 6.2 Curriculum graduates had in college?

SCOPE, DELIMITATION AND LIMITATION OF THE STUDY

This study concerned the graduates of Bachelor of Secondary Education (BSED) in BatStateU for AY 2016-2017. The respondents were described in relation to their profile in terms of sex, age, civil status, course taken, year graduated, professional examination passed and other tertiary level qualification/ advance studies. It encompass the reasons for taking the course or pursuing the degree and pursuing other tertiary level qualification. It also revealed the number of graduates who are currently employed and not currently employed. The study utilized the descriptive method of research design to Bachelor of Secondary Education graduates of 2016-2017 as respondents. The researchers used the researcher made questionnaire in gathering the needed data. It delimited to the professional characteristics and behavioral skills elementary education graduates of 2016-2017, their problems met in terms of their finished course, regarding their employment.

The study was limited to all College of Teacher Education graduates and the data obtained from the respondents through the researchers-made questionnaire.

Significance of the Study

The study has momentous bearing to CTE administrators, faculty members, present educators and future researchers.

To the BatStateU administrators, they will be benefited by the study since they will be more competent in offering the courses and the output of this study shows the advantages of this university.

To the BatStateU -CTE faculty members, this study can be a benchmark of a new attempt in upgrading teachers' competencies to have competitive graduates. Thus, the weaknesses and the experiences in the teaching- learning process will be given actions and solutions by themselves who are in the teaching area.

To the present educators, this study will make them aware of the applicability of the course in the present scenario, either in schools or in industries local or international setting. Such will give them better outlooks in life and therefore, will be more enthusiastic about the career they are about to enter.

To the future researchers, this study could be of value as good source of local literature which will enrich their background in conducting similar study. They may generate literature which may be used to verify their own research.

Method and Procedure

The descriptive research design was used in the study with the questionnaire as the main data gathering tool. The main instrument went through the rigid process of concentration and validation. Research experts validated the questionnaires and these were tried out to some student’s alumni in the college. This research is applicable to be used to track graduate performances. This is also used to describe the current status of the respondents with respect to the variables asked in the objectives like employability.

RESULTS AND DISCUSSION

Profile of the Secondary Education Graduates

The profile of the graduates of Bachelor of Secondary Education from academic year 2016-2017 in terms of age, sex, year graduated, government exam passed and highest educational attainment is discussed in this study.

Age. Age of the respondents was a factor considered in determining the employability of BSED graduates. Table 1 presents the profile of the respondents in terms of their age.

Table I. Secondary Education Graduates in Terms of Age

Age	Frequency	Percentage
21-22	91	50.56
23-24	65	36.11
25-26	11	6.11
27-29	8	4.44
30-47	5	2.77
Total	180	

In can be seen from the table that out of 180 respondents, there were 91 or more than half of the respondents at 50.56% are on the age group of 21-22, while next in rank are 23-24 years old respondents with a frequency of 65 or 36.11%.

Last in rank is the oldest age bracket composed of 30-47 years old respondents which have the population of 5 or 2.77%. Generally, most of the graduates are very young in teaching. This means that the teaching profession is indeed at entry level profession that accepts even young graduates as basis of the teaching force.

Sex. Sex of the respondents was determined as part of the profile of BSED graduates. Table 2 presents the results on this.

Table II. Secondary Education Graduates in Terms of Sex

Sex	F	Percentage
Male	22	8.05
Female	158	87.77
Total	180	

As shown in the table, there are 22 male respondents or 8.05 percent of male secondary education graduates and 158 or 87.77 percent female secondary education graduates. It is evident that there are more females leaned towards the teaching profession than those of males. This shows that education is still a female dominated field. However, results show that education as a course is now also chosen by few men. It can be attributed to the fact that the male’s perceived teaching profession is best for females.

Civil Status. The civil status of the respondents is used as basis on what gender dominates the teaching profession. The results on this are shown in Table 3.

Table III. Secondary Education Graduates in Terms of Civil Status

Status	F	Percentage
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Single	154	85.55
Married	26	14.44
Total	180	

The results shows that out of 180 secondary education graduates, 154 or 85.55 percent are single, while 26 respondents or 14.44 percent are married. This shows that the teaching profession is considered as an entry level job as evidenced by the fact that most of the respondents are single as compared to the married ones.

Course Taken. The course taken of the respondents are considered to be a measure of the chosen fields of education of the respondents. Table 4 shows the results on this.

Table IV. Secondary Education Graduates in Terms of Course Taken

Course Taken	F	Percentage
BEED	42	23.33
BSED	138	76.67
Total	180	

As can be gleaned in the table above, majority of the respondents at 133 or 73.88 percent are enrolled in the secondary education field while close in second rank are those enrolled in elementary education with a frequency of 41 or 22.77 percent.

Comm majors rank third in the list with 5 respondents equivalent to 2.77 percent while a lone respondent chose BSHM major which amounts to 0.55 percent. These results mean that teaching in the secondary level remains to be one of the most alluring to the eyes of the prospective education majors and that the faith of the would-be teachers in the level and promise of secondary education is quite promising.

Year Graduated. Data on this shows the year the graduates received their degree. Table 5 shows the distribution of elementary education graduates in terms of year graduated.

Table V. Secondary Education Graduates in Terms of Year Graduated

Year Graduated	F	Percentage
2016-2017	180	100%
	180	

Data show most or 101 respondents or 56.11 percent graduated in 2017. This means that there were many secondary education graduates who graduated in that year; and 42 respondents or 23.33 percent got their diploma in 2015 ranked second; and 25 respondents or 13.88 percent finished in 2016. Last in rank were 1 or 0.55 percent who graduated in 2005 and in 2018. Evidently, most of the graduates came from Batch 2017.

Professional Examination Passed. Professional examinations passed of the respondents are important in determining the employability of BSED graduates. The profile of the respondents as to professional examinations passed are shown in Table 6.

Table VI. Secondary Education Graduates in Terms of Professional Examination Passed

Examination Passed	F	Percentage
LET	140	
Non LET	28	
Others	12	
Total	180	

As shown from the table, there were 103 respondents or 79.23 respondents who passed the Licensure Examination for Teachers (LET) , while 18 or 13.85 percent of the respondents are yet to hurdle the LET and 9 or 6.92 percent have not passed the LET but have passed other government examinations like the Civil Service Exam. This proves that since the teaching profession requires a license to teach which can only be obtained thru passing the LET, majority of the graduates are capable of exhibiting the minimum standards of the profession.

Identify the graduates’ reasons for taking the course

A greater understanding as to what compelling reasons entice the students to take the course of BSED is in order to help understand the ways on how expectations of students can be met to improve the services of the instructors and of the school. The report on this is summarized by Table VII.

Table VII. Graduates’ reasons for taking the course

Reasons for taking the course	F	Percentage
Good grades in subject matter	48	9.56
Peer influence	42	8.37
Strong passion for the profession	73	14.54
Status or prestige of profession	42	8.37
Prospect of career advancement	27	5.38
Prospect of attractive compensation	15	2.99
Influence of parents	79	15.74
Inspired by role model	72	14.34
Prospect for immediate employment	41	8.17
Availability of course offering	15	2.99
Affordability for the family	39	7.77
No particular choice	6	1.20
Others(influence of GF)	3	0.60

As seen in the table, majority or 79 respondents or 15.74 percent are influenced by their parents to the course, while next in rank with 73 respondents or 14.54 percent have the strong passion for the profession that is why they took BSED and 72 respondents or 14.34 percent are inspired by role models which are most likely in the form of both past and present teachers that the students have encountered in their education.

Only 3 respondents or 0.60 percent admitted taking the BSED course as being influenced by their significant others while 6 respondents or 1.20 percent admitted enrolling in BSED because they do not have any other particular choice.

Overall, the results show that the respondents took a chance on BSED course because they have high regards to the profession and not because they are merely forced into making such choice because of pressure or lack of other viable options.

Number of Graduates Currently Employed

After graduation, the graduates faced another challenge in life and that is to be employed. The study looked into the employment status of the respondents in term of several criteria. The employment status of the graduates are shown in Table VIII.

Table VIII. Graduates Employment Status

Currently Employed	Government	Non- Government
YES	152	7
NO	11	
No answer	10	
Total	173	7

The table above shows that most of the respondents or 152 are currently employed in the government service while 7 of them are hired in the private sector. Only 18 admitted having no employment and 10 respondents chose to keep their response confidential.

This datum means that still a bigger majority of the graduates are employed and most of them are venturing into public service to choose to help the State in providing quality education to the people especially those living below the poverty line or studying in government-sponsored institutions.

Reasons as to Why Some Respondents are Unemployed

The data on why several graduates found it hard to secure occupations after graduation is needed to assess on what areas for improvement can the institution focus on to increase the chances of employment of its graduates. The data on this is shown on Table IX.

Table IX. Reasons why not currently employed

Reasons why not currently employed	Frequency	Percentage
Advanced or further studies	5	27.77
Lack of job experience		
Did not look for a job	1	5.56
Family concerns	1	5.56
No job opportunity	1	5.56
Health related reasons		
Others : Waiting for public school employment	10	55.55

Majority of the respondents of 10 of them at 55.55 percent admitted not having present jobs because they want to secure opportunities in the public sector. 5 respondents or 27.77 percent are not teaching at the moment to pursue higher education like masteral degree. 5.56 percent of the respondents, or 1 respondent per criterion admitted not having jobs because they did not look for any openings, they attend to family concerns and there are no job opportunities available to them.

These data show that the reasons for unemployment are not alarming yet because they are justified by compelling reasons like waiting for openings in public schools where the benefits of teachers are definitely better or they simply wish to upgrade their portfolio to focus on higher areas of learning.

EMPLOYABILITY OF THE GRADUATES

Waiting time for the first job. The data on how long the graduates landed a job is crucial in assessing how competitive the graduates of the program are. The data on these are presented in table X.

Table X. Waiting time for the first job

get you get the job		Percentage
in 1 month	59	32.77
months	45	25.00
months	54	30.00
an 1 year	22	12.23
	80	

Majority of the respondents of 59 of them at 32.77 percent have agreed getting accepted at jobs barely a month after graduating while a close 54 of them landed jobs within 2-5 months after finishing the course. 45 respondents landed jobs within 2-12 months while a 22 of them secured their jobs more than a year or so upon finishing the degree.

The results of these can be ascertained to be in favor to quality products of graduates as over a third of the respondents only managed to secure their jobs for more than a year after graduation. This means that the graduates are work-ready and have the necessary minimum skills to be hired in the workplace.

5.2 Employment Status. The employment status of the respondents needed to be assessed as it will provide an insight on how qualified to be regularized in work are the graduates of BSED. The results are summarized in Table XI.

Table XI. Employment Status

Permanent	26	14.44
Temporary	36	20.00
Self-employed	3	1.66
Casual	4	2.22
Contractual	72	40.00
Job order	2	1.11
Other	11	6.11
No answer	26	14.44
Total	80	

Most of the respondents at 72 or 40 percent are still contractual statuses while next in rank are those who are in temporary status with 36 or 20.00. The lowest ranking criteria are those who are in job order status with 2 or 1.11 percent followed by those who are self-employed with 3 or 1.66 percent.

While the ideal results would have revealed more graduates that are absorbed in the workplace as regular or permanent employees already, it is to be understood that the teaching profession, particularly in the public sector is an in-demand sector which means that entrants in the profession like fresh graduates would normally have to wait for their time to be regularized and cannot demand it right away after being hired.

5.3 Present Occupation. The analysis of the present occupation of the graduates is needed to see if the occupation of the graduates is aligned to teaching or not. The data on this is shown on Table XII.

Table XII. Present Occupation

	F	Percentage
Teacher	145	80.55
Others	17	9.44
None	18	10.01
Total	180	

As can be seen in the table above, 145 or 80.55 respondents are already in the teaching field while 17 of them or 9.44 percent are employed but not necessarily on the field of teaching but in other fields like clerical or secretarial fields. Lastly, 18 or 10.01 percent are not employed.

The data are commendable considering that the greater chunk of the graduates have been hired in teaching positions which makes them vertically aligned to their chosen career.

5.4 Gross Monthly Income. This is important to gauge how monetarily competitive are the graduates of BSED. The data are summarized in Table XIII.

Table XIII. Gross Monthly Income

	F	Percentage
1,000 – 10,000	30	16.66
11,000 to 20,000	90	50.00
21,000 and above	41	22.77
No answer	19	10.55
Total	180	

The table above shows that 90 or half of the respondents are employed in 11,000-20,000 positions while 41 of them or 22.77 percent are employed in a much higher salary bracket at 21,000 and above while 30 of them or 16.66 percent are employed in minimum was earning capacity at 1,000-10,000 bracket while 19 respondents chose not to divulge their salary range.

The result is understandable as the basic pay for starting teachers both in the public sector and private sector range from 11,000-20,000 so it is no surprise that majority of the responses fall in that main range.

RELEVANCE OF THE COURSE AND CURRICULUM TO THE GRADUATES’ FIRST JOB

The connection between the relevance of the course/degree of BSED to their first job is a key source of information as the institution may be able to assess if the core foundations of the program are responsive to the demands of the teaching profession so as to improve the chances of getting hired of its graduates.

6.1 Relevance of the BSED Course to the Graduates’ First Job. This assesses if the BSED course is related to the first job they secured upon graduation. The responses are summarized in Table XIV.

Table XIV. Relevance of the BSED Course to the Graduates’ First Job

	F	Percentage
YES	171	95.00
NO	9	5.00

Total	180	
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A whopping 171 respondents or 95 percent agreed that the BSED course is relevant to the first job they landed after graduation which leaves only 9 or 5 percent of the respondents admitting that the first job they landed did not relate to BSED.

This result is remarkable as the BSED course can be said to be responsive to the needs of the graduates to make them hire-worthy in the field of teaching profession.

6.1 Relevance of the Curriculum to the Graduates’ First Job. This focuses on the content and core subjects taught in the program of BSED to help them land their first job. The results are stated in Table XV.

Table XV. Relevance of the Curriculum to the Graduates’ First Job

	F	Percentage
YES	146	81.11
NO	34	18.89
Total	180	

The 146 respondents or 81.11 percent agree that the first job they secured is relevant to the curriculum being adopted in the BSED course they studied in college. Meanwhile, 34 respondents or 18.89 percent admitted that their first job strayed a little away from those included in the BSED curriculum.

While the 81.11 percent of relevance of the curriculum to their first job is commendable and is a source of positive feedback as the curriculum is competitive enough to help graduates perform well in their first work after graduation, the 18.89 percent that disagreed can be used as a source of motivation to ponder on the contents of the curriculum to improve it even more to drag down this statistics in the coming studies.

RECOMMENDATIONS

A proposed program may be presented for the graduates for their next tracer study to find out their academic tracks of employability. More interventions to enhance their competencies in establishing learning environment conducive to community aspirations.