

## **Employability Status of Bachelor of Elementary Education Graduates of School Year 2014-2018**

**Rey-Mark G. Basagre**

Central Bicol State University of Agriculture

Pili, Camarines Sur, Philippines

reymark.basagre@cbsua.edu.ph

09502321324

### **ABSTRACT**

Over the years the Bachelor of Elementary Education demonstrated a good passing percentage in Licensure Examination for Teachers (LET) but the elementary education graduates' employability as a success indicator of the program is not yet explored. This study traced the employability status of Bachelor of Elementary Education Graduates of CBSUA – College of Development Education School Year 2014-2018. More specifically, it determined the demographic profile of Bachelor of Elementary Education Graduates of School Year 2014 to 2018, their current employment status, the training or advance studies attended after graduation, and suggestions to improve the curriculum. Descriptive research was used to trace the employability status of the graduates. Results showed that most of the BEED graduates are female, single, and are living in Camarines Sur, and passers of professional licensure examinations. Also, 86.4 percent of the BEED graduates are presently employed with a high percentage of permanent employment status which showed that they are highly employable. The graduates attend to very limited training and advance studies for skills development and content and pedagogy development. Moreover, improvement of educational facilities, conduct education-related training, and seminars, review of the schedules of educational emersion, and enhancement of elementary related curricular and extra-curricular skills was suggested to improve the curriculum.

*Keywords:*

*Bachelor of Elementary Education, Employability Status, Graduate Tracer study*

## **INTRODUCTION**

Education becomes an eligibility criterion for graduates' employment in any sector of the industry. They are rewarded for exercising the expertise required for the field we venture. They are weighed in the market based on their educational skills and how well they can apply them. It equips them with all that is needed to make their dreams come to reality and open doors of brilliant career opportunities that fetch us for better prospects in career and growth (Oak, 2000). According to Khan (1998), without education man is as though in a closed room, and with education, he finds himself in a room with all its windows open towards the outside world.

The goal of the higher education system in the Philippines is to develop professionally competent, service-oriented, principled, and productive citizens. By the virtue of R.A. 9717, the Central Bicol State University of Agriculture (CBSUA) is mandated to provide both advanced instruction and research in Agriculture and allied technological sciences including education. In line with this mandate, the university offered an Elementary Education Program, along with Secondary education aim to produce teachers who can teach across the different learning areas.

The CBSUA-College of Development Education – Pili, being a Center of Development in Teacher Education in the region is committed to producing globally competitive graduates and nurture quality pre-service teachers who demonstrate excellent performance in the area of instruction anchored on professional and ethical standards of a teacher. Over the years the Bachelor of Elementary Education demonstrated a good passing percentage in 2016, 2017 and 2018 March and September Licensure Examination for Teachers (LET) of 82.02, 61.15, 54.24, 73.41, 62.50 and 76.83 surpassing each years' national passing percentage but the elementary education graduates' employability as a success indicator (Tudy, 2017) of the program is not yet explored. The result of such a study is important for the analysis of the relationship between higher education and work (Schomburg, 2003) and provides quantitative structural data on employment and career, the character of work and competencies, and on professional orientation and experiences of graduates (Millington 2001). Moreover, data on tracer study is a key indicator of the quality of the program being offered which form part of the decision-making processes in improving the existing program offering and or developing a new teacher education curriculum – thus this study on the employability status of Bachelor of Elementary Education graduates is deemed important.

## **OBJECTIVES**

This study was conducted to determine the demographic profile of Bachelor of Elementary Education Graduates of School Year 2014 to 2018 according to (a) Age, (b) Sex, (c) Civil Status, (d) Residence, (e) Professional Examination Taken and (f) Educational background, their current employment status, their training/s or advance studies attended after graduation, and the suggestions of the graduates to improve the curriculum.

## **METHODOLOGY**

This study used a descriptive survey to determine the employability status of elementary education graduates CBSUA-College of Development Education (CDE) located in San Jose, Pili, Camarines Sur, Philippines. The respondents are the BEED graduates from the academic year 2014-2018. The Commission on Higher Education Graduates tracer study questionnaire was utilized to gather comprehensive data from the respondents and was distributed through Google form and paper and pencil response. The CHED-Graduate Tracer Study has the following parts; Part A- General Information, Part B – Educational Background, Part C – Training(s)/Advance studies attended after college, Part D- Employment Data. Also, an actual interview with some respondents was conducted.

The data were classified and tabulate for analysis. Frequency count and Percentage as statistical tools were utilized.

## RESULTS AND DISCUSSION

### Demographic Profile of Bachelor of Elementary Education Graduates of School Year 2014 to 2018 Graduates

Socio-demographic pertains to the combination of social and demographic characteristics (Merriam Webster, 2020). It plays a role in the sense of coherence of information (Barnard, 2013). Table 1 reflects the demographic profile of the BEED respondents according to (a) Age, (b) Sex, (c) Civil Status, (d) Residence, (e) Professional Examination Taken, and (f) Educational background. Most of the respondents are 21 to 23 years old and 24 to 26 years old with 46.91 % and 45.68% respectively. Also, very few of the BEED graduates are 27 years old to 29 years old which is 7.41% of the total respondents. This shows that most of the BEED graduates of SY 2014-2018 are in the early and some are in the mid-20s which is expected since the respondents have just graduated 1 to 4 years ago. It can be gleaned from the table that 85.2% of the respondent's female while only 14.8% are male. This data shows that most of the BEED graduates of SY 2014-2018 are female and only a few males took BEED and graduated with the degree. This finding is consistent with the statement of Gines (2014) that teaching is most attractive to females than males. It can be observed that almost all of the respondents are still single out of 98.8% and only 9.9% are married already. However, 2.4% of the single respondents said that they already have a child but living as a single mother.

Table 1: Socio-Demographic profile of the BEED graduates SY 2014 – 2018

	<i>Frequency (f)</i>	<i>Percentage (%)</i>
<b>Age</b>		
<i>21-23</i>	38	46.91
<i>24-26</i>	27	45.68
<i>27-29</i>	6	7.41
<b>Sex</b>		
<i>Female</i>	64	85.2
<i>Male</i>	12	14.8
<b>Civil Status</b>		
<i>Single</i>	73	90.1
<i>Married</i>	8	9.9
<b>Residence</b>		
<i>Region 5</i>	80	98.8
<i>Region 4</i>	1	1.2
<b>Professional Examination Taken</b>		
<i>LET</i>	78	96.3
<i>Civil Service</i>	7	9
<b>Educational Background</b>		
<i>MAED/MA</i>	21	30.87

Knowing that the university is located at Camarines Sur catering for youth and farmers, 98.8% of the BEED respondents are from Region 5 where most are from Camarines Sur, with only 1.2% from the neighboring region. Licensure Examination for Teachers (LET) is the professional

examination mostly taken by the respondents as 96.3% passed and also the Civil Service Examination (CSE) where 9% of the respondents passed. For advanced studies, 30.87% of the total respondents are on masters' level taking Master of Arts in Education.

In summary, data showed that the elementary education graduates are in the early twenties, most are women, most are single, most are living in Region V particularly in Camarines Sur, passed the Licensure Examination for Teachers (LET) and Civil Service Examination (CSC) and had earned units, others are with a degree in Master of Arts in Education.

### **Employment Status of Bachelor of Elementary Graduates of School Year 2014 to 2018**

The quality of education offered by an institution can be determined on the employability of its graduates (Rojas and Rojas, 2016). Table – reflects the Employment status of the respondents. The responses showed that 86.4% are currently employed and 13.6% are not employed. This disclosed that the majority of the graduates are working at present. From the respondents who said that they are currently employed, 61.72% are in Regular/Permanent position, 23.40% are on Contractual Basis while the remaining 9.87% are temporary, casual, and self-employed. This shows that most of them are employed on permanent status. Also, 88.89 % of this employed BEED graduates of the school year 2014-2018 are working as a professional and 4.93 % are working as a technician and the rest are working as clerk and service workers in BPO Company. These employed respondents are working with the Department of Education, (DepEd) and Private Learning Institution such as Montessori Child of Learning, Yobhel Christian Academy, Survive Institute of Learning Inc. Also, some are working in Private companies such as 51 talk, Sutherland, and Next Level Business Solution. The respondents are working locally at 98.5 percent while only 1.5 percent is working abroad. They also said that the job where they are presently working is the first job at 64.19% while 35.80% said that it is not their first job.

Table 2: Employment Status of Bachelor of Elementary Graduates

	<i>Frequency (f)</i>	<i>Percentage (%)</i>
<b>Current Employment Status</b>		
<i>Presently Employed</i>	70	86.4
<i>Not Employed</i>	11	13.6
<b>Type of Employment</b>		
<i>Regular/Permanent</i>	50	61.72
<i>Contractual</i>	23	23.40
<i>Temporary</i>	4	4.94
<i>Casual</i>	1	1.23
<i>Self-Employed</i>	3	3.70
<b>Present Occupation</b>		
<i>Professionals</i>	72	88.89
<i>Technician/Associate</i>	4	4.93
<i>Clerk</i>	3	3.7
<i>Service Worker</i>	2	2.47
<b>Place of work</b>		
<i>Local</i>	80	98.5
<i>Abroad</i>	1	1.5

<b>First Job After College</b>		
<i>Yes</i>	52	64.19
<i>No</i>	29	35.80
<b>Length of Landing to a Job after Graduation</b>		
<i>Less than a Month</i>	45	55.56
<i>1-6 Month</i>	24	29.63
<i>1 year to less than 2 year</i>	12	14.81
<b>Initial gross monthly earning in first job</b>		
<i>Below Php 5,000</i>	16	19.75
<i>Php 5,000 to less than Php 10,000</i>	33	40.74
<i>Php 10,000 to less than Php 15,000</i>	10	12.35
<i>Php 15,000 to less than Php 20,000</i>	6	7.41
<i>Php 20,000 to less than Php 25,000</i>	15	18.52
<i>Php 30,000 and above</i>	1	1.23
<b>Relevance of the Curriculum to Job</b>		
<i>Agree</i>	73	90.12
<i>Disagree</i>	8	9.88

Their reasons for staying at their present job is salary and benefits, career challenges, related to their special skills, related to the course/program, proximity to residence, peer influence, family influence, and preparation for plans. They've known they job through advertisement, as walk applicant, through recommendations, from friends' information, through job fair, and by ranking. From their responses, 55.56% find their first job in less than a month, 29.63% were employed from 1 to 6 months while 14.81% were from 1 year to less than 2 years. This result is consistent with the statements of Gines (2014) that education graduates are favored by schools. The table reflects that 40.74% of the graduates have an initial salary ranging from *Php 5, 000 – Php 10,000*, 19.75% of them has an initial salary of less than *Php 5, 000*, 18.52% has a salary of *Php 20,000 to less than Php 25,000* and only 1.23% has a salary of *Php 30, 000 and above*. They said that the curriculum that they have in the undergraduate is relevant reaching 90.12%, and among the useful skills for their job were communication skills, critical thinking skills, and computer skills. On the other hand, those who are not presently employed were due to health-related concerns, no job opportunity that opens along their way, a choice not to look for a job, and preferred to go to advanced studies. This revealed that while a greater percentage of graduates were hired after graduation, there are still graduates who are not employed however the graduate reasons are on their personal choice and not on curriculum problems.

These data further show that the BEED graduates of the College are highly employable and most are working to the job expected of them after graduation. The skills they earned in the 4 years of a baccalaureate degree equipped them with the skills needed for employment. The high percentage of graduate employment reveals that the College of Development Education graduates are capable of doing what is expected of them. These high graduate employment percentage results are in line with the findings of Rojas and Rojas (2016), Education graduates are easily land on jobs related to their course in college.

### Training/ Advance Studies attended by the Bachelor of Elementary Education Graduates of School Year 2014 to 2018 after Graduation

Training is the process of enhancing the skills, capabilities, and knowledge for doing a particular job (Uma, 2013). There are 8 for training or advanced Studies that the BEED graduates attended after graduation. It shows that there are two themes where all the responses of the respondents can be categorized.

Table 3: Themes of Training/s or Advance Studies Attended by Graduates

Themes of Training/s or Advance Studies	Frequency (f)
Training/Advance Studies for <i>Skills Development</i>	6
Training/Advance Studies for <i>Content and Pedagogy Development</i>	2

The Training/Advance Studies for *Skills Development* has six (6) responses which include skills training with National Certificate (NC) II like Computer System Servicing and English Proficiency Program, International Dance Exchange, training on Electronic School Report Card and Division Mobile DCP training-workshop. Two (2) Training/Advance Studies for *Content and Pedagogy Development* includes enrolling to a master's degree and attendance to Mass Training for Teachers. From the responses of the graduates, it can be gleaned that very few training and advance are being attended by the BEED graduates for professional development and very few of the graduates are attending such training. Knowing that they are new in the workplace, training them represents a golden first opportunity to get things off to a good start (Uma, 2013).

### Suggestions for the Bachelor of Elementary Education Graduates of School Year 2014 to 2018 to Improve the Curriculum

The table shows the suggestions of the graduates to improve the Bachelor in Elementary Education Curriculum. The suggestions were grouped in themes such as improvement of educational facilities, conduct education-related training and seminars, schedule of educational emersion, and enhancement of elementary related curricular and extra-curricular skills.

Table 4: Suggestions and Recommendation to improve curriculum

Suggestions/Recommendations	Frequency (f)
1. Improvement of Educational Facilities	2
2. Conduct education-related training and seminars	9
3. Schedules of educational emersion	5
4. Enhancement of elementary related curricular and extra-curricular skills.	4

Among the 4 themes, the conduct of education-related training and seminar has the highest frequency which suggests that the graduates wanted the college to initiate include training and seminars which can widen the known theories and principles in Elementary Education. The schedule of educational immersion was with the second-highest frequency. Within this theme, the graduates mentioned that the duration of the practice teaching should be longer to provide them with the experience of the real world of teaching and to avoid culture shock, aside from the suggestion to begin with the practice teaching earlier. Also, the completion of FS (Field Study) observation was recommended to be strictly monitored. Enhancement of elementary curricular and

extra-curricular skills was of the top three of the graduates' suggestions. They mentioned that the art and music skills should be improved, including classroom structuring and lesson planning as skills needed of being a teacher. Crop production skill was also included. The implementation of the "*Gulayan sa Paaralan Program*" in the elementary schools where teachers are assigned to manage gardens planted with different crops could be the prime reason.

The suggestion with the lowest frequency is the improvement of educational facilities. In specific, the graduates suggested having more advanced facilities when it comes to ICT services. The graduates might experience difficulty in connecting to the internet and use of computers provided by the university years back. At present, the Information Communication Technology Office (ICTO) provides a fast internet connection to all students, teaching, and non-teaching staff. The students are provided with 25 hours of internet connection using the computers of the university and unlimited connection using their laptops and cellphones. The University ICTO also provides an unlimited connection for the faculty in each college of CBSUA in the university. Also, at present, the construction of another educational facility like a speech laboratory, new admin building, and other classrooms are ongoing. These are the present improvement of educational facilities in response to the needs of the clientele like the BEED students.

## **CONCLUSION**

Most of the BEED graduates of School Year 2014 to 2018 are female, single, and living in Region V specifically in Camarines Sur. The graduates are passers of Licensure Examination for Teachers (LET) and Civil Service Examination (CSC). They are also pursuing training and advance studies for professional development. Most of them are employed however still few of the graduates are not yet employed for personal reasons. Most of the working graduates are working as a professional landing to a job in less than a year with salaries enough for living as first-time job-seekers. The graduates attend to limited training and advance studies for skills development and content and pedagogy development. Moreover, the graduates suggested for the improvement of educational facilities, conduct education-related training, and seminars, review of the schedules of educational emersion, and enhancement of elementary related curricular and extra-curricular skills.

It is recommended to have career guidance to other parts of the province and the region should be done for social marketing of the program being offered, enriched the program with the needed skills of the BEED graduates that can be used in the profession by offering in-house training and seminars and other curriculum enhancement and placement of Longer time for actual educational exposure elementary related curricular and extra-curricular skills should be considered.

## **ACKNOWLEDGEMENT**

The author would like to thank the Research Division of the Central Bicol State University of Agriculture and the CHED-IDIG in making this study possible.

**LITERATURE CITED**

- Abela, R. P., Cuadra, L. J., & Sapan, M. J. M. (2015). A Tracer Study of BEED and BSED Graduates of the Visayas State University, Philippines. *JPAIR Institutional Research*, 5(1), 91-109.
- Aquino, A. B., Punongbayan, E. J., Macalaguim, L. P., Bauyon, S. M., Rodriguez Jr, R., & Quizon, G. (2015). Teacher education graduate tracer study from 2010 to 2014 in one state university in Batangas, Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 3(5), 45-50.
- Al-Samarrai, S., & Reilly, B. (2005). Education, employment and earnings of secondary school-leavers in Tanzania: Evidence from a tracer study. Poverty Research Unit at Sussex, working paper, (31).
- Dotong, C. I., Chavez, N. H., Camello, N. C., De Castro, E. L., Prenda, M. T. B., & Laguador, J. M. (2016). Tracer Study of Engineering Graduates of One Higher Education Institution In The Philippines For Academic Year 2009-2012. *European Journal of Engineering and Technology* Vol, 4(4), 26-39.
- Diana, R. A. (2015). TRACER STUDY OF 2009–2011 PNU BSE–PE MAJOR GRADUATES. *JOURNAL OF INDONESIAN PHYSICAL EDUCATION AND SPORT*, 1(2).
- Gines, A. C. (2014). Tracer study of PNU graduates. *American International Journal of Contemporary Research*, 4(3), 81-98.
- Knight, P. T., & Yorke, M. (2003). Employability and good learning in higher education. *Teaching in Higher education*, 8(1), 3-16.
- Laguador, J. M., & Dotong, C. I. (2013). Tracer study of BS computer engineering graduates of Lyceum of the Philippines University. *International Journal of Managment, IT and Engineering*, 3(8), 387-401.
- Meñez, N. L. (2014). Tracer Study of the Masters in Business Administration (MBA) Graduates from 2008-2012. *Asia Pacific Journal of Education, Arts and Sciences*, 1(1), 14-18.
- Millington, C. (2008). The use of tracer studies for enhancing relevance and marketability in online and distance education.
- Ramirez, T. L., Cruz, L. T., & Alcantara, N. V. (2014). Tracer study of RTU graduates: an analysis. *Researchers World*, 5(1), 66.
- Rojas, T. T., & Rojas, R. C. (2016). College of Education Graduate Tracer Study (GTS): Boon or Bane?. *European Scientific Journal*, 12(16).
- Schomburg, H. (2003). Handbook for tracer studies. *Centre for Research on Higher Education and Work, University of Kassel, Moenchebergstrasse, 17*, 34109.
- Tudy, R. A. (2017). Employers' Satisfaction on the Performance of New College Graduates. *SLONGAN*, 3(1), 22-2