

EMPLOYMENT STATUS OF THE GRADUATES OF GUIMARAS STATE COLLEGE -MOSQUEDA CAMPUS

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ABSTRACT

Employment status is one of the major factors influencing the quality of work. Manpower contributes to building a productive nation. This tracer study was conducted to determine the employment status of the Guimaras State College-Mosqueda Campus graduates from AY 2006-2012. The instrument used in the study was the standardized one formulated by the Commission on Higher education in doing tracer studies for the higher education institution. The questionnaires were distributed per municipality based from the addresses of the respondents taken from the School's Registrar Office. The study showed that majority of the graduates was female and single. They came from the family with big household size and with an annual family income of less than 50,000.00. Most of the graduates did not take further studies. They were very satisfied on the knowledge and skills they have acquired from their course and they found the program and self-readiness as very effective. Majority was in the field of teaching and they work on a contractual basis. Their salaries range from 5,000.00 to less than 10,000.00 a month. The primary reason for those who were not employed was family responsibility. The result of the study served as basis in pursuing plans in order to improve the services of the College to the community it is serving.

KEYWORDS: education, employment status, descriptive study, Buenavista, Guimaras

INTRODUCTION

Background of the study

Students develop lifelong relationships in a great learning environment and benefit from a strong track record of job placement. Even in this economic downturn, Fox Valley Technical College (FVTC) showed in their study as of 2013 that 89% of their alumni are employed within six months of graduation. FVTC education will provide hands-on learning for high-skill occupations that are in demand. (Patty V. Bassett Mechanical, www.fvt.edu. Retrieved 3/13/14).

Based on an online survey in the United States of Accenture College Graduate Employment revealed that more than half (57 percent) 2011/2012 college grads say finding a job was difficult, but 39 percent had jobs by the time they graduated and another 42 percent were employed within six months of graduation. While, among the 2011/2012 college grads who are unemployed, 48 percent said they would have fared better in the job market with a different major, and 57 percent expect to go back to school within the next five years. (Accenture 2013 College Graduate Employment Survey, [<http://www.accenture.com>])(<http://www.accenture.com>). Retrieved 3/14/14)

Guimaras State College (GSC) on the other hand, being the only academic institution of higher education in the island province of Guimaras Philippines is trying its best to be the center of excellence in education. As such GSC has been working for its accreditation for International Standard Operations (ISO). Result of the Philippine Licensure Examination for Teachers (LET) given last September 29, 2013, Ms. Realyn Fortunado Crispe ranked 5 with a rating of 89.2% graduated from Guimaras State College (Guimaras Poly Coll.)www.prc.gov.ph.

Guimaras State College (GSC) started as a Vocational High School in 1968. It catered to the vocational education needs of the secondary students of the municipality. In 1980, the school was granted a permit to offer post-secondary courses. The two-year Trade Technical Courses paved the way to higher education which are ladderized and considered as technical courses.

The road towards providing quality education to the people of Guimaras did not end there. In 1995, Former President Fidel V. Ramos signed into law RA 7944, paving the way for the conversion of Buenavista Vocational School into a Polytechnic Tertiary School under the name, Guimaras Polytechnic College. Finally, on June 8, 2001, RA 9138 was signed into law by Former President Gloria Macapagal - Arroyo, creating Guimaras State College.

In 2002, Western Visayas College of Science and Technology turned over to Guimaras State College; therefore it became an extension Guimaras Extension at Alaguisoc, Jordan, Guimaras (Mosqueda Campus) was campus. On the same year, a four-year degree courses were offered in the said campus.

From its humble beginning, GSC has merged to become the only institution of higher learning in the province. As such, she has been entrusted with the responsibility of providing highly trained personnel as required by government and non-government institutions as well as the industry.

The Teacher Education and Industrial Technology programs of the College begun as early as 1998 upon the conversion of Buenavista Vocational School into Guimaras Polytechnic College (R.A. 9138), the law converting GPC into GSC. The Guimaras State College Mosqueda Campus (GSCMC) offering of Teacher Education and Industrial Technology courses also started in 2002. From this time on many graduates in these two programs were produced by GSC. Knowing the employment predicament of the graduates is very important piece of information for planners and administrators of the college so that they will have a basis in pursuing plans in order to improve the services of the college to the community it is serving.

Statement of the problem

This study was conducted to determine the employment status of the graduates of Guimaras State College-Mosqueda Campus from AY 2006-2012.

Specifically, this study sought answers to the following questions:

1. What is the profile of the GSC-MC graduates?
 - a. Sex
 - b. Civil status
 - c. Parents' occupation
 - d. Average annual income
 - e. Household size
2. What is the educational profile of the graduates in terms of?
 - a. Highest educational attainment
 - b. Knowledge and skills acquired from the course/degree Program
 - c. Effectiveness of the study program and self-readiness
3. What is the employment data of the respondents in terms of?
 - a. No. of graduates who were employed/unemployed
 - b. Reasons for being unemployed
 - c. Present occupation
 - d. Status in their present occupation
 - e. Monthly salary

This study was based on the idea that a college or an institute, strength is anchored on the graduates it produced. The study had sought investigate the post-graduation employment circumstances and activities, the graduates. The researchers conceptualized that the graduates will be as to land a job fitted to their qualifications considering the technical training they have obtained. The under board technology graduates might be work, but the nature of their work is not related to what they have studied while college.

With increasing unavailability of employment rate as of January 2014, based on National Economic Development Authority (NEDA) reports, which is higher that October of 2013 with only 6.5%, end even higher than last year of January having 7.1% (www.neda.gov.ph). It is further presumed that the graduates are able to surpass the obstacles of acquiring job.

The corresponding results of the study will serve as concrete feedback for the GSC as institution of higher education responsible of helping students develop a sense of the world as a set of interconnected and interdependent economic environment, social and political system expected to achieve the purpose of global education. Moreover, the contribution of higher education to the world at large has greatly influenced the development of society and its citizens. New social and economic needs are being addressed by the academic in order that satisfaction and gratification can be attained (Grandeza, 2002).

Lastly, the general responses of the Bachelor of Science in Business Administration (BSBA) graduates showed that the majority (56.8%) of the respondents was very satisfied of their exposure to general knowledge and current issues while still in college. 9.5 percent were extremely satisfied. However, there were some (34.7%) who were somewhat satisfied with their exposure. Most (82.2%) of the employed graduates noted that the curriculum was relevant to their jobs, with only a very few (11.8%) answered no. as in the GSC's credibility being an institution of higher education and learning most (91.6%) of the BSBA graduate respondents responded yes for their recommendation to family members or friends to study in GSC (Infantidis, 2012)

METHODOLOGY

The descriptive method of research was used in this study to determine the employment status of the graduates of GSC-MC from AV 2005-2006 up to 2011-2012. The study was conducted in the province of Guimaras where almost all of the respondents composed of 102 from Teacher Education and 51 from Industrial Technology graduates are living. The lists of the respondents with corresponding addresses were taken from the record of the Registrar's Office after a letter request was approved by the Campus Administrator. The data needed in the study were gathered using the Standardised Instrument of the Commission on Higher Education (CHED). The CIED instrument was adopted based on the recommendation of the members of the panel. Accordingly, information that responded to the objectives of the study was considered as input in the data analysis. In the process of collecting the data, student enumerator's were hired during the semestral break last October 2013. They underwent orientation prior to actual data gathering. A transmitted letter addressed to each respondent was delivered to them individually with the attached instrument. Faculty researchers of the college also assisted in administering the instruments to the respondents. The gathered data were analyzed using the Statistical Package for Social Sciences (SPSS) program. Interpretation of results was done using frequency, percentages and rank.

RESULTS AND DISCUSSIONS

Profile of the respondents

The profile of the respondents showed that the majority of them were female (110 or 67.5%) and single (102 or 62.6%). This adheres to the reality that the majority of the teachers were females. While the male counterparts were a combination of male teachers and the industrial Technology graduates. For those who were married, having a family responsibility is not a reason to aim for a college diploma. Data are presented in Table 1.

Table 1. Personal profile of the respondents

Sex	f	%
Male	53	32.5
Female	110	67.5
Total	163	100
Civil status		
Single	102	62.6
Married	58	35.6
No response	3	1.8
Total	163	100

Occupation of parents

As to their parent's occupation, near half (78 or 48.9%) had fathers worked either as farmers, forestry, workers or fishermen; followed by the (23 or 14.1%) who worked as laborer/unskilled worker and in private household 11 (11.0%). On the other hand, 22 (13.5%) responded as "other" which means that the nature of their work did not belong to any of the options listed. About their mother's occupation, data showed that workers were working in private households (57 or 35%) was the main occupation followed by those working either as farmer, forestry worker or fisherwoman with 18 or 11% responses. Health and social worker (11 or 6.75%) then followed. However, there were 6 (3.68%) had their mothers worked as laborer/unskilled worker. Forty-two (25.8%) of the mothers responded that their work is not found from the listed options. This implies that with the kind of work the parents had, their income is just enough to sustain their daily needs. Despite their situation, it did not hinder them to send their children acquire a college diploma.

Table 2. Occupation of parents

Categories	f	%
Father's Occupation		
Official of Gov't and Special-Interest Organization	2	1.2
Professional	2	1.2
Technical, Associate Professional	2	1.2
Sales Worker	3	1.8
Farmer, Forestry Worker, Fisherman	78	48.9
Laborer, Unskilled Worker	23	14.1
Private Household with Employed Persons	18	11.0
Military, Police Force	1	0.61
Trader, Related Work	1	0.61
Health and Social Work	3	1.8
Other Community, Social and Personal Service Activities	3	1.8
No Response	5	3.1
others	22	13.5
total	163	100.0
Mother's Occupation		
Official of Gov't and Special-Interest Organization	1	0.61
Professional	1	0.61
Sales Worker	7	2.15
Farmer, Forestry Worker, Fisherman	18	11.0
Trader, Related Work	1	0.31
Laborer, Unskilled Worker	6	3.68
Education	2	0.61
Health and Social Work	11	6.75
OFW (Overseas Filipino Worker)	2	1.23
Private Household with Employed Persons	57	35.0
Clerk	2	1.23
Service worker in shop, market	5	3.07
Other Community, Social and Personal Service	5	3.07
Others	42	25.8
Not Employed	1	0.31
No response	2	1.23
Total	163	100.0

Average annual family income

More than half (94 or 57.7%) of the respondents had an average annual family income of less than 50,000.00; followed by those (38 or 23.3%) earning 50,000.00- 100,000.00 and 200,001-250,000 (12 or 7.4%). Only 3 (1.8%) had an annual income of more than 250,000. This showed that the family's income is not even enough to sustain their basic needs for the whole year since the nature of their work does not guarantee a fixed income.

Table 3. Average annual family income

Categories	f	%
Average Annual Family Income		
Less than 50,000	94	57.7
50,001-100,000	38	23.3
100,001-150,000	7	4.3
150,001-200,000	5	3.1
200,001-250,000	12	7.4
More than 250,000	3	1.8
No response	4	2.5
total	163	100.0

Household size

Out of 163 respondents, less than half (44.8%) had a household size of more than 5 members, followed by 32 (19.6%) having 4 members; 23 (14.1%) with 5 and three members, respectively. There were only 2 (1.23%) had a household size composed of two members. It showed that household size of the majority of the respondents was big. This implies that Filipinos still practice the saying "The more, the merrier. The more the working hands, the lighter will be the home chores."

Table 4. Household size

Categories	f	%
Household size		
1	2	1.2
2	8	4.9
3	23	14.1
4	32	19.6
5	23	14.1
More than 5	73	44.8
No response	2	1.2
total	163	100.0

Highest educational attainment

The educational profile of the respondents is an indicator of how they value the importance of acquiring the best education. Graduates from GSCMC revealed that more than half (52.8%) of them earned a Baccalaureate degree; followed by Diploma or certificate (35.0%); while 18 (11.0%) went Master's degree holder. Data showed that only a few pursued further studies. This implies that taking further studies is less important for them to land a job.

Table 5. Highest educational attainment

Categories	f	%
Highest educational attainment		
Baccalaureate (four or five-year degree)	86	52.8
Graduate Diploma or Certificate	57	35.0
Masters	18	11.0
No response	2	1.2
total	163	100.0

Knowledge and skills acquired from courses/degree program

Data on knowledge and skill acquired from the courses/degree program shows an overall mean of 4.78 interpreted as "very satisfied". Looking into the individual item, specialized knowledge in the course $M=4.84$, Proficiency in written English ($M=4.76$), Proficiency in spoken English ($M=4.57$), Proficiency in written Filipino ($M=5.22$), Proficiency in spoken Filipino ($M=4.70$), Interpersonal communication skills ($M=4.27$) Creative and Critical thinking skills ($M=4.73$). Team work working with others in a group ($M= 5.06$). Exposure to general knowledge and current issues, $M=4.91$, all were interpreted as "very satisfied".

IT Skills (use of Microsoft Word, PowerPoint, Adobe, AutoCAD, etc.) ($M=4.41$) Speaking and writing skills $M=4.48$, Proficiency in spoken English $M=4.57$, Analytical skills $M=4.93$ and Problem solving skills $M=4.60$ were interpreted as "moderately satisfied". This implies that the graduates had very effective instructors and professors since they were very satisfied with the knowledge and skills they have acquired in their course. Data are presented in Table 6.

Table 6. Knowledge and skills acquired from courses/degree program

Categories	mean	SD	Interpretation
a. Specialized knowledge in the course	4.84	1.00	VS
b. IT Skills (use of Microsoft Word, PowerPoint, Adobe, AutoCAD, etc.)	4.41	0.89	MS
c. Speaking and writing skills	4.48	1.00	MS
d. Proficiency in written English	4.76	0.94	VS
e. Proficiency in spoken English	4.57	1.01	MS
f. proficiency in written Filipino	5.22	3.05	VS
g. proficiency in spoken Filipino	4.7	1.93	VS
h. Interpersonal communication skills	4.87	1.41	VS
i. Problem solving skills	4.73	0.77	VS
j. Team work/working with others in a group	4.59	0.77	MS
k. exposure to general knowledge	4.6 0	0.78	MS
and current issues	5.06	1.48	VS
Total	4.78	0.81	VS

Scale: 1-2.24 - Not satisfied, 2.25-3.49 slightly satisfied, 3.50 - 4.74 - moderately satisfied, 4.75 - 6.00 - very satisfied

Effectiveness of the study program and self-readiness

The graduates rated "very effective" ($M=4.84$) on the effectiveness of the study program and self-readiness. Looking into the individual item, the graduate rated "moderately effective" only on the Speaking and writing skills ($M=4.64$) and analytical skills ($M=4.73$). The rest of the items were rated "very effective". This implies that the graduates found the study program very effective that would prepare them in facing the challenges in relation to what they have acquired as well as in their chosen field of work.

Table 7. Effectiveness of study program and self-readiness

Categories	mean	SD	Interpretation
a. Specialized knowledge in the course	4.97	1.01	VE
b. Specialized knowledge in ICT	4.80	1.16	VE
c. Speaking and writing skills	4.64	0.92	ME
d. Proficiency in written English	4.70	0.95	VE
e. Proficiency in spoken English	4.73	0.97	ME
f. Proficiency in written Filipino	4.90	0.76	VE
g. Proficiency in spoken Filipino	4.90	0.95	VE
h. Interpersonal communication skills	4.90	0.73	VE
i. Creative and critical thinking skills	4.89	0.76	VE
j. Analytical skills	4.73	0.77	ME
k. Problem solving skills	4.77	0.84	VE
l. Team work/working with others in a group	5.21	0.64	VE
Total	4.94	0.59	VE

Scale: 1-2.24 - Not satisfied, 2.25-3.49 slightly satisfied, 3.50 - 4.74 - moderately satisfied, 4.75 - 6.00 - very satisfied

Employment status

Though GSC Mosqueda Campus is an extension college and there is a dearth of support physical facilities, yet, it showed that there was a high percentage of employed graduates (69.9%) over the unemployed (30.1%) ones. It implies that the majority of the graduates tried to employ themselves after they had their college diploma.

Table 8. Number of employed/unemployed graduates

	f	%
Employed	114	69.9
Not Employed	49	30.1
Total	163	100.0

Reasons for unemployment

When the unemployed graduates were asked for reasons why they were not employed at the time of the study, many of them cited family responsibility (43.3%) as the main reason, followed by no job opportunity (20%) and the job offered to them was not suitable to their field of specialization (13.3%). Only three (5.0%) cited they lack self-confidence to face the working world. However, there were two (3.3%) who took further studies. It implies that those who were unemployed, cannot perform dual tasks at the same time and that they need to prioritize one from the other. Some were having a hard time looking for jobs and others wanted to land a job that suits their course. What seems to emerge is that graduates met challenges that could have resulted from the program to the employability. As cited, major challenges were limited practical application; limited computer skills; program content not being well structured; lack of internship placement each year; lack of specialization and lack of entrepreneurship skills among others (Tom Nyanzi and Moses Banduga, 2012).

Table 9. Reasons for unemployment*

	f	%
Further studies	2	3.3
Family Responsibility	26	43.3
Job offered was not suitable	8	13.3
Lack of self-confidence to face the working world	3	5.0
Lack of work experience	5	8.3
No job opportunity	12	20.0
Not yet interested to work	2	3.3
Health problems	1	1.7
others	1	1.7
Multiple response*		

Present occupation

Most of the respondents had varied occupations when the study was conducted. Of the 114 employed graduates, (39 or 34.2 %) were in the field of Education, followed by 12 (10.5 %) who worked as sales workers and 8 (7.0%) as clerks. Others were laborers/unskilled workers, as skilled workers in private household with employed person, with six, respectively. However, it also showed that there were 15 (13.2%) who had other occupations not specified in the selections. Five (4.4%) worked as service worker in shop/market. Military, police force (1 or .88%) and Health and Social work were at the bottom rank. This implies that the majority of the employed graduates landed in a job that matches their major fields of specialization.

Table 10. Present occupation

Present occupation	f	%
Military, Police Force	1	0.88
Technical, Associate Professional	4	3.5
Clerk	8	7.0
Service worker in shop, Market	5	4.4
Sales Worker	12	10.5
Education	39	34.2
Health and social work	1	0.88
Other community, social and personal service activities	2	1.8
Private household with employed persons	6	5.3
Skilled worker, Bartender, Room attendant, Food and Beverage attendant, receptionist (bell man)	6	5.3
Trader, Related Work	3	2.6
Laborer, Unskilled worker	6	5.3
Others	15	13.2
No response	6	5.3
Total	114	100

Status of employment

Of the employed graduates, 45 (39.5%) were involved in contractual employment, 16 (14.0%) were in contractual employment, 16 (14.0%) were casual employees and 10 (8.8%) as temporary employees. However, it is also significant that there were 38 (33.3%) having regular/permanent employment status. The very few (4.4%) were involved in self-employment. It implies that though the majority of the graduates had been working yet, there is no assurance as to their security of tenure. It could be explained by the fact that those in Education were in the government service, hence, were given permanent status upon employment. While others were involved in business industries, of which current job opportunities in the Philippines require necessary skills and competencies such as communication skills for call centers, skill in Information technology, and frontline servicing among others. (www.ayosdito.ph).

Table 11. Status of employment

Status of employment	f	%
Regular/permanent	38	33.3
Temporary	10	8.8
Casual	16	14.0
contractual	45	39.5
Self-employed	5	4.4
Total	114	100.0

Monthly salary

As to monthly salary of the respondents, it was found out that the majority 53 (43.0%) were earning 5,000.00 to less than 10,000.00 a month, followed by 16 (15.8%) earning 15,000.00 to less than 20,000.00 a month. Only 1 (1.4%) has a monthly salary of 25,000.00 and above. These results imply that the respondents received meager salary, compensation and other privileges not commensurate to their daily expenses. As quoted, "family of five needed at least P5,590.00 on average every month to meet basic food needs last year, and at least P8,022 on the average monthly to meet both basic food and non-food needs, for the current year ([<http://www.rappler.com>])(<http://www.rappler.com>)".

Table 12. Monthly salary

Salary gross	f	%
Below P5,000.00	13	11.4
5,000.00 to less than 10,000.00	53	46.5
10,000.00 to less than 15,000.00	18	15.8
15,000.00 to less than 20,000.00	16	14.0
20,000.00 to less than 25,000.00	6	5.3
25,000.00 and above	1	0.88
No response	7	6.1
Total	114	100.0

CONCLUSIONS

The main objective of the study was to determine the employment status of the GSC-Mosqueda Campus from AY 2005-2006 to 2011-2012. Based on the study, it can be concluded

1. Majority of the graduates were female and single. Their fathers' occupations were grouped under farmers, forestry and fishermen. Most of the mothers were household workers. Majority of them had an annual income of less than P50, 000.00 with household size of more than 5 members.
2. Majority of these graduates did not pursue their higher degree. Though they were very satisfied of the knowledge and skills they have acquired from their course and they found the program and self-readiness as "very effective".
3. Majority of the traced graduates were employed and worked on a contractual basis with a monthly salary of P5,000.00 to less than P10,000.00. Most of them were in the field of teaching. For those who were not employed, their primary reason was family responsibilities.

RECOMMENDATIONS

The following key recommendations and proposed action areas of intervention and improvement for the GSC programs and services are either cross-cutting in nature and program specific.

1. The College should introduce and emphasize the establishment of a simulation or service programs for students before their off-campus on-the-job trainings (OJTs) to increase opportunities for employment graduates.
2. There is a need to introduce courses in the curricula that address and meet the demands of business industry and to prepare the students for the job market. Owing to the developments in the IT sector, frontline servicing and human resource pooling are to be prioritized.
3. Students should be equipped with necessary skills and competencies especially among teacher education and industrial technology studies to increase effectiveness at their respective places of work.
4. Formal collaborations between GSC and the employees or stakeholders should be established to sustain performance evaluation of graduates in employment.
5. There is a need to institutionalize career guidance program to students prior to taking up their major fields and initiating forum with graduating high school students together with their parents and teachers for right career choice and competitive world of work.
6. Livelihood training programs should be made available by concerned government agencies and other institutions to college students and to their parents who are economically marginalized so that they could find opportunities for other gainful means of living to support their household expenses. In the same manner, those students could also initiate entrepreneurial undertakings to augment education and personal expenses.
7. Scholarship program of government and other benefactors should be pursued and made available to poor but deserving students so that they could be given opportunity to continue their higher education and be able to land a better job.
8. Livelihood training programs should be made available to the parents and those unemployed graduates so that they will be given an opportunity to have other gainful means of living to support their household expenses.

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