

EMPLOYMENT STATUS OF THE BACHELOR OF SECONDARY EDUCATION GRADUATES OF GUIMARAS STATE COLLEGE - SALVADOR CAMPUS

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ABSTRACT

This study was conducted to determine the employment status of Bachelor of Secondary Education (BSEd) graduates of Guimaras State College-Salvador Campus from AY 2006 - 2007 to 2012-2013. Specifically, this study sought answers to the following questions: (a) What is the personal profile of the GSC-SC BSEd graduates in terms of sex, civil status, parents' occupation, average annual income, household size, province of origin? (b) What is the educational background of the graduates? (c) What is the current employment status of the respondents? ; and (d) What is the job transition of the graduates in terms of: reasons for accepting/staying/changing the first job; relatedness of the first job to the course; length of service in the first job; length in finding the first job; job level/position; starting monthly salary; extent of the relevance of the college curriculum to the first job; competencies learned in college that were useful in the first job; availability of secondary or part-time job. Descriptive research design was used in the study. The respondents of the study were BSEd graduates of Guimaras State College from AY 2006 - 2007 to 2012-2013. The instrument used was the CHED Standardized Tracer Questionnaire. Since it was already standardized instrument, no validation and reliability testing was done. The statistical tools used were frequency count, mean and percentages.

Results revealed that majority of the respondents were female and single. Most of the respondents were baccalaureate degree holders. The employment status of the BSEd graduates revealed that majority of them were already employed during the conduct of the study. Only a few landed on a job which is in line with their course but, most of them were already regular/permanent in their jobs. As to the length of service and length in finding the first job, it took them 1 month to less than a year. Their starting monthly salaries and wages were still below the poverty income level based on the National Statistical and Coordinating Board within the range 5,000 to less than 10,000 and most of them did not indicate their current monthly salary. The main reason for those who were not employed is because they preferred to attend their family responsibility rather than looking for a job to support their family needs. Furthermore, majority of the respondents' reason for accepting and changing the job is because of the salaries and benefits. Majority of the BSEd graduates' first jobs have managerial or executive nature of work which is not in line with their course. Results further showed that Human Relation and Communication skills were the competencies learned in college that were useful in the first job and most of them have no secondary or part-time jobs.

Keywords: BSED Graduates, Employment Status, Salvador Campus

INTRODUCTION

Background of the study

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.

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 program 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. From this time on many graduates in teacher education program was produced by Guimaras State College. Knowing the employment predicament of the graduates is very important piece of information for planners and administrators of the school 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.

Guimaras State College – College of Teacher Education has produced eight batches of graduates from AY 2006 - 2007 to 2012-2013. These were composed of Bachelor of Secondary Education majoring in the fields of English, Filipino and Mathematics. As a newly establish State College and soon to be a State University, the school would always feedback in terms of employment status of their graduates. Moreover, knowing the employment problem of these graduates is a very important piece of information for college administrators and planners as it serves as basis in pursuing plans to improve its current program/services to its clientele.

Hence, the conduct of this study.

****Statement of the problem****

This study was conducted to determine the employment status of the BEED and BSED graduates from AY 2006-2007 to 2012-2013.

Specifically, this study sought answers to the following questions:

1. What is the profile of the GSC-SC graduates?
 - a. sex
 - b. civil status
 - c. parents' occupation
 - d. average annual income
 - e. household size
 - f. province of origin
2. What is the educational profile of the graduates in terms of:
 - a. highest educational attainment
 - b. choice of educational institution in college
 - c. Knowledge and skills acquired from courses/degree program
 - d. Effectiveness of the study program and self-readiness
3. What is the current employment status 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. Length of service
 - f. Starting monthly salary
 - g. Current monthly salary
 - h. Employee's work ability as perceived by himself

4. What is the job transition of the graduates in terms of:
 - a. Reasons for accepting/staying/changing the first job
 - b. Relatedness of the first job to the course
 - c. Length of service in the first job
 - d. Length in finding the first job
 - e. job level/position
 - f. starting monthly salary
 - g. extent of the relevance of the college curriculum to the first job
 - h. competencies learned in college that were useful in the first job
 - i. availability of secondary or part-time job

Theoretical Framework

Attribution Theory

Conceptual Framework

This study was conducted to determine the employment status of Bachelor of Secondary Education graduates of Guimaras State College from the academic year 2006-2007 to 2012-2013. This study was based on the idea that a college or an institution's strength was anchored on the graduates it produced. The study sought to determine the post-graduation employment circumstances and activities of the graduates. The researcher conceptualized that the BSED graduates will be able to land a job fitted to their qualifications considering the knowledge and trainings they have obtained.

Research Paradigm

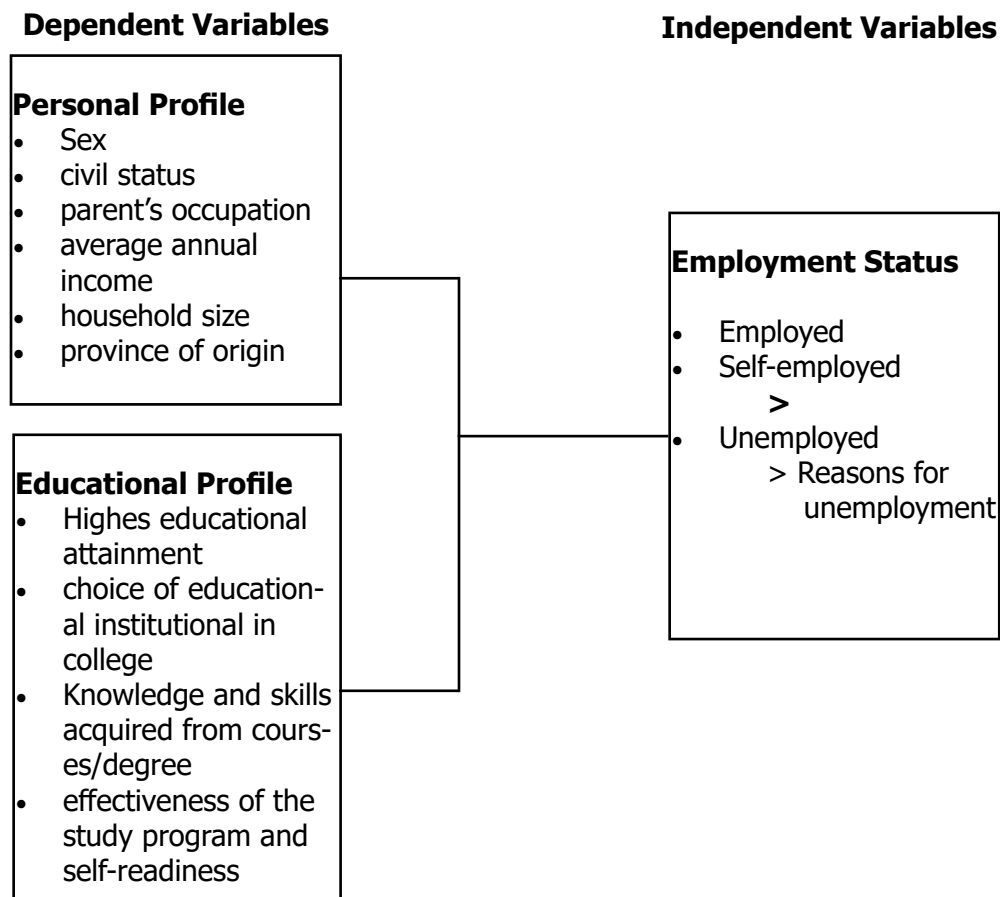


Figure 1 shows the research paradigm of the interrelationship among variables.

Significance of the Study

This study would be significant to the school administrators, deans, faculty, parents, people in the community, students, and future researchers.

Scope and Limitation of the Study

This study was conducted to determine the employment status of the Bachelor of Secondary Education graduates of Guimaras State College from AY 2006-2007 up to 2012-2013. The number of graduates for this period was 100, hence total enumeration was used. The study made use of descriptive research design. The data gathered were analyzed using frequency count, mean, and percentages.

The study was limited only to determining the employment of the BSSED graduates in GSC in the AY 2006–2007 up to 2012-2013 who were residents of Guimaras and nearby provinces. To gather data, the researcher utilized a CHED standardized questionnaire for tracer study.

REVIEW OF RELATED LITERATURE AND STUDIES

Related Literature

Tracer Study

Tracer alumnae and implies to reinvestigate the rapport between Alma Mater and her graduates, who are her representatives at large and are the first growing majority of her academic community. The experiences, insights, and knowledge embodied in this largest segment of the academic community are a rich source of feedback, as evident from the information presented by these graduates. They help to keep the academic abreast with emerging trends and retain a lead role in the kind of specialization advancement that is required for human resources development.

Related Studies

A number of studies reported focused on job availability and employment status as to year of graduation and as to their major courses. The subsequent studies discussed the findings:

A Tracer Study on the Teacher Education Graduates of CSU LAL-LO, (Garcia, 2014) assessed the employment status of the Teacher Education Graduates of CSU LAL-LO from school year 2010-2013. Specifically, it determined the employment history of the Teacher Education Graduates, their experiences from graduation to their first job in terms of the kind of job considered in seeking employment, the start of job hunting, source of information of job vacancy, duration of seeking he job, the difficulties encountered in seeking for the job and the kind of first job sought. Results showed that 75% of the graduates were employed as teachers in both private and public institutions; however, 25 % is not employed. Majority of the graduates were just employed in 2013 as contractual. In looking for a job, the respondents considered positions related to teaching. Majority tried looking for a job after graduation from college. They learned job vacancies from announcements and from their friends. It took them almost a year before they landed to their first job. Majority were employed due to their personal qualities and fields of specialization. They found difficulty in looking for a job due to scarcity of job vacancies and inadequate experience. However, remedies like looking for right connections and attending trainings were made to get the job. Hence, majority landed in the teaching job. It is concluded that the Teacher education Graduates a newly hired teachers holding a contractual status.

Another tracer study conducted by Gonzales on the "Employer's feedback on Pangasinan State University-Teacher Education Graduates: A Survey", the study found out that majority of the teacher education graduates of PSU are females; belong to the age bracket of 20-27, in their early adulthood; holding teacher 1 position; most are single; recently employed in their present employers with Masteral units and license holders of the teachers' eligibility. They had a wait time period of less than a year in landing their first job employment and had 1 year to less than 2 years before becoming permanent. The topmost reason of employers in hiring them is being a License holder and the least reason is being a recipient of pre-service honors/awards. Performance wise, they are rated "very satisfactory" on instructional competence; project development/management and leadership skills, "satisfactory" on research output; and "fair" on publication. They received "desirable" feedbacks from their employers. Due to the "satisfactory" and "fair" performance ratings received by some campuses of their teacher education graduates in instructional competence, re-research interventions/programs on the foregoing subject areas are proposed to enhance their performance and employability.

(Portez, 2014) study on the "Employability and Productivity of Graduates of Bachelor of Technical Teacher Education of the Technological University of the Philippines- Manila" the findings of the study revealed the following: BTTE graduates from TUP- Manila are competent in terms of general education ($x=3.78$) and professional competencies ($x=3.48$). The employability has a very good waiting time ($x=3.64$) and type of job is relevant ($X=3.64$) therefore, graduates can easily find a job. In terms of productivity, the graduates are very satisfactory in performance rating, easily promoted, and the majority of them have a monthly salary which ranges from Php.10,000-15,000 . LET rating, major/field of specialization, professional education competencies and civil status came out as predictors of employability and productivity. Hence, the hypothesis stating the independent variables predict the employability and productivity of the BTTE graduates was partly sustained.

(San Jose, 2014) study on "Finding the Linguists: A Tracer Study of AB English Graduates". This study was conducted to find the employability of the AB English graduates from 2001-2013. The Alumni Tracer Study Questionnaire was used to determine the demographic, employment and training profiles, leadership and volunteerism. Results revealed that most of the respondents were female, single, graduated in 2012 and few took the Civil service Eligibility and Licensure Examination for Teachers. Moreover, majority was regularly employed in the local corporations as ESL tutors, and family concern was one of the reasons for non-employment of some. Also, majority found their jobs before graduation, and they found relatedness of the AB English Programs to their jobs. Respondents found their jobs as either recommended by someone or information from friends. Moreover, majority waited only less than a month to land their first jobs. Further, most respondents stayed in their jobs either 1 to less than 6 months. They found communication skills and critical thinking skills as the most helpful competencies in their first job; however, only 80% to 100% found usefulness and applicability of the AB English Training. Professionalism was the personal value

RESEARCH METHODOLOGY

Research design

The descriptive method of research was used in this study to determine the employment status of the graduates of GSC from AY 2006 - 2007 up to 2012-2013.

Respondent of the Study

The respondents of this study were Bachelor of Secondary Education (BSED) graduates of Guimaras State College. The list of the respondents was taken from the records of the Registrar's Office. Total enumeration was used in the conduct of this study. A total of 100 BSED graduates from AY 2006-2007 up to 2012-2013. Total enumeration was used in the conduct of this study. There were 100 BSED graduates from 2007-2013 but unfortunately only 71 or 71% of the respondents were reached out .

Table 1. Respondents of the Study

Academic Year	BSED
2006-2007	33
2007-2008	25
2008-2009	11
2009-2010	9
2010-2011	9
2011-2012	9
2012-2013	4
Total	100

Data Gathering Instrument

The instrument used in the study was the standardized one formulated by the Commission on Higher Education (CHED) in doing tracer studies for the higher education institution. The questionnaire was composed of three parts. Part 1 included items on personal information of the respondents. Part 2 included items on the educational background of the respondents and part 3 included employment data and status of employment. The questionnaires were distributed per municipality based on the addresses of the respondents taken from the School's Registrar Office. Upon identification of the respondents, they were grouped per Municipality and Barangay for easy conduct of the study. The questionnaires for graduates from the farthest barangay of the Province were distributed first for easy management of time during the conduct of the actual study. The social media network was also used for those who cannot be reached personally but have media account such as Facebook, twitter, e-mail address, skype and other sources.

The data were collected, sorted and tabulated based on the requirement of the study. The data gathered were analyzed by getting the frequency, percentages and ranking.

Data Gathering Instrument

A CHED Standardized Graduate Tracer Study Descriptive Questionnaires was used as research instrument. The questionnaires were distributed to the respondents. The names and addresses of graduates were taken from the records of the College Registrar.

Data Gathering Procedure

Upon identification of the respondents, they were grouped per Municipality and Barangay for easy conduct of the study. The questionnaires for graduates from the farthest barangay of the Province were distributed first for easy management of time during the conduct of the actual study. The social media network will also be used for those who cannot be reached personally but have media account such as Facebook, twitter, e-mail address, Skype and other sources.

What data were gathered (Variables categorized)

Statistical Tools

The data were collected, sorted and tabulated based on the requirement of the study. The data gathered were analyzed by getting the frequency, percentages and mean scores.

RESULTS AND DISCUSSION

GENERAL INFORMATION OF THE RESPONDENTS

Table 1 below shows the results in the profile of the respondents showed that out of 71 respondents, majority of them (60 or 84.5%) were female, (9 or 12.7%) were male and (2 or 2.8%) did not indicate. As to their marital status, there were (35 or 49.3%) married, (33 or 46.5%) single and (3 or 4.2%) who did not indicate their response.

As to their year of birth, results revealed out of 71 respondents (13 or 18.3%) were born in 1986, (12 or 16.9%) 1985 and 1987, (7 or 9.9%) 1988 and 1989, (5 or 7%) 1990, (3 or 4.2%) 1983 and 1991, (2 or 2.8%) 1982 and 1992, (1 or 1.4%) 1980, 1981, 1984 and 1998, the other (1 or 1.4%) did not indicate.

Table 1. Profile of the Respondents

Particulars	f	%
Sex		
Male	9	12.7
Female	60	84.5
Did not indicate	2	2.8
Total	71	100
Marital Status	f	%
Single	33	46.5
Married	35	49.3
Did not indicate	3	4.2
Total	59	100
Year of Birth	f	%
1980.00	1	1.4
1981.00	1	1.4
1982.00	2	2.8
1983.00	3	4.2
1984.00	1	1.4
1985.00	12	16.9
1986.00	13	18.3
1987.00	12	16.9
1988.00	7	9.9
1989.00	7	9.9
1990.00	5	7
1991.00	3	4.2
1992.00	2	2.8
1998.00	1	1.4
Did not indicate	1	1.4
Total	71	100

As provided in Table 2 regarding their province of origin or residence of the respondents, results revealed that majority (67 or 94.4%) reside in Guimaras, (2 or 2.8%) reside in Iloilo, (1 or 1.1%) resides in Bulacan, and (1 or 1.1%) resides in Tapaz, Capiz. As to the location of origin, (64 or 90.1%) of the respondents were from rural area, (4 or 5.6%) did not indicate and (3 or 4.2%) from urban.

Table 2

Province Origin	f	%
Bulacan	1	1.4
Guimaras	67	94.4
Iloilo	2	2.8
Tapaz, Capiz	1	1.4
Total	71	100.0
Location of Origin	f	%
Urban	3	4.2
Rural	64	90.1
Did not indicate	4	5.6
Total	71	100.0

Data in table 3 present the fathers' occupation of the respondents, results revealed that out of 71 respondents, (20 or 28.2%) have fathers whose type of occupation were not listed in the options, (18 or 25.4%) Farmer, Forestry Worker, Fisherman, (15 or 21.1%) Laborer, Unskilled Worker, (9 or 12.7%) not employed, (4 or 5.6%) Service Worker in Shop, Market, (2 or 2.8%) Health and Social Work, (1 or 1.4%) Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor; Technical, Associate Professional and Plant and Machine Operator, Assembler.

In terms of mothers' occupation, results revealed that majority (46 or 64.8%) have mothers who were unemployed, (8 or 11.3%) whose type of occupation were not listed in the options, (5 or 7.0%) Service Worker in Shop, Market, (4 or 5.6%) Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor, (3 or 4.2%) Private Household with Employed Service Activities, (2 or 2.8%) laborer, unskilled worker, (1 or 1.4%) Technical, Associate Professional; Health and Social Work and Other Community, Social and Personal Service Activities.

Table 3. Parents Occupations

Father's Occupations	f	%
Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor	1	1.4
Professional	1	1.4
Service Worker in Shop, Market	4	5.6
Farmer, Forestry Worker, Fisherman	18	25.4
Plant and Machine Operator, Assembler	1	1.4
Laborer, Unskilled Worker	15	21.1
Health and Social Work	2	2.8
Not Employed	9	12.7
Others	20	28.2
Total	71	100.0
Mothers' Occupations	f	%
Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor	4	5.6
Professional	1	1.4
Service Worker in Shop, Market	5	7
Laborer, Unskilled Worker	2	2.8
Health and Social Work	1	1.4
Other Community, Social and Personal Service Activities	1	1.4
Private Household with Employed Service Activities	3	4.2
Not Employed	46	64.8
Others	8	11.3
Total	71	100.0

Table 4 indicates the annual family income of the respondents' family. Results revealed that (24 or 33.8%) were earning less than 50,000, (20 or 28.2%) earn 50,001-100,000, (11 or 15.5%) earn 100,001-150,000, (8 or 11.3%) earn 200,001-250,000, (6 or 8.5%) who earn more than 250,000 and (2 or 2.8%) earn 150,001-200,000. This means that majority of the respondents were earning just enough or even not enough to sustain their basic needs for the whole year.

The table also presents the respondents' household size. Out of 71 respondents, (19 or 26.8%) answered that they belong to a household of more than 5 members, (18 or 25.4%) have 4 members, (15 or 21.1%) have 3 members, (11 or 15.5%) have 5 members, (5 or 7%) belong to a household of 2 members and only (2 or 2.8%) answered that they belong to a household of 1. The remaining (1 or 1.4%) did not indicate. This means that most of the respondents belong to a big household size. This also implies that Filipinos still practice the saying "the bigger the family, the merrier it is and the lighter will be the home chores".

Table 4. Annual Income and Household Size of the Respondents

Annual Family Income	f	%
Less than 50,000	24	33.8
50,001 - 100,000	20	28.2
100,001 - 150,000	11	15.5
150,001 - 200,000	2	2.8
200,001 - 250,000	8	11.3
more than 250,000	6	8.5
Total	71	100.0
Household size	f	%
1	2	2.8
2	5	7.0
3	15	21.1
4	18	25.4
5	11	15.5
more than 5	19	26.8
Did not indicate	1	1.4
Total	71	100.0

EDUCATIONAL BACKGROUND OF THE RESPONDENTS

The educational profiles of the respondents are indicators of how they value the importance of acquiring the best education. Result revealed as summarized in Table 6, that out of 71 respondents, majority (70 or 98.6%) graduated from a state university or college and only (1 or 1.4%) from private university or college. As to educational attainment, results revealed that (64 or 90.1%) were Baccalaureate degree (four or five-year degree), (6 or 8.5%) were Master's Degree and only (1 or 1.4%) earned graduate Diploma or certificate.

This table 5 shows whether or not the respondents graduated with honors. Out of 71 respondents, (63 or 88.7%) answered no, (7 or 9.9%) responded yes and (1 or 1.4%) did not indicate.

Data in this table present the year the respondents entered in college. Results revealed that (22 or 31%) entered in 2004, (18 or 25.4%) entered in 2003, (8 or 11.3%) entered in 2006, (7 or 9.9%) entered in 2005 and 2009, (6 or 8.5%) entered in 2008 and (3 or 4.2%) entered in 2009.

Table 5. Educational Profiles of the Respondents

University/College	f	%
State University/College	70	
Private University/College	1	1.4
Total	71	100.0
Highest Educational Attainment	f	%
Baccalaureate (four or five-year degree)	64	90.1
Graduate Diploma or Certificate	1	1.4
Masters	6	8.5
Total	71	100.0
Graduate with Honors	f	%
Yes	7	9.9
No	64	90.1
Total	71	100.0
Year entered in College	f	%
2003.00	18	25.4
2004.00	22	31
2005.00	7	9.9
2006.00	8	11.3
2007.00	7	9.9
2008.00	6	8.5
2009.00	3	4.2
Total	71	100.0

As indicated in Table 6 below, results revealed that as to the number of years completed in primary/ elementary, (69 or 97.2%) of the respondents completed it in six years,(1 or 1.4%) 7 years and (1 or 1.4%) did not indicate. As to the number of years completed Secondary/High school, (70 or 98.6%) completed it in 4 years and (1 or 1.4%) finished it in 5 years. As to the number of years completed University/ College Degree, (70 or 98.6%) completed it in 4 years while (1 or 1.4%) did not indicate.

Table 6

Number of Year Completed in Primary/Elementary	f	%
6.00	69	97.2
7.00	1	1.4
Did not indicate	1	1.4
Total	71	100.0
Number of Year Completed in Secondary/High School	f	%
4.00	70	98.6
5.00	1	1.4
Total	71	100.0
Number of Year Completed in University/College (baccalaureate/diploma)	f	%
4.00	70	98.6
Did not indicate	1	1.4
Total	71	100.0

Table 7 presents the area of specialization of the respondents. Results revealed that most of them (36 or 50.7%) finished Major in English, (17 or 23.9%) did not indicate, (11 or 15.5%) Math, and (7 or 9.9%) Filipino Major. This shows that majority of the respondents preferred English Major than any other majors.

The table also presents the year the respondents graduated. Results revealed that out of 71 respondents (20 or 28.2%) graduated in 2007. Next were (19 or 26.8%) who graduated in 2008, (8 or 11.3%) in 2009 and 2010, (5 or 7%) in 2011, 2012 and 2013. The other (1 or 1.4%) did not indicate.

Data in this table provide the honor received by the respondents, (66 or 93%) no honor. (2 or 2.8%) were cum laude, (2 or 2.8%) were magna cum laude, (1 or 1.4%) received a service award.

Table 7. Frequency Distribution on the Degree Earned, Year Graduated and Honors Received

Degree Earned	f	%
English	36	50.7
Filipino	7	9.9
Math	11	15.5
Did not indicate	17	23.9
Total	71	100
Year Graduated	f	%
2007	20	28.2
2008	19	26.8
2009	8	11.3
2010	8	11.3
2011	5	7.0
2012	5	7.0
2013	5	7.0
Did not indicate	1	1.4
Total	71	100
Honor Received	f	%
Cum Laude	2	2.8
Magna Cum Laude	2	2.8
Service Award	1	1.4
No Honor	66	93.0
Total	71	100

Rank 1

	f	%
High grades in the course or subject areas(s) related to the course	5	7.0
Prestige in our community	2	2.8
Influence of parents or relatives	8	11.3
Prospect for immediate employment	6	8.5
More job opportunities are available to BSEd graduates	2	2.8
Availability of course offering in chosen institution	1	1.4
Wants to get a prestigious job	8	11.3
Affordable for the family	12	16.9
Strong passion for the profession	26	36.6
Did not indicate	1	1.4
Total	71	100.0

Rank 2

	f	%
High grades in the course or subject areas(s) related to the course	1	1.4
Good grades in high school	2	2.8
Influence of parents or relatives	5	7.0
Influence of friends/peers	3	4.2
Prospect for immediate employment	12	16.9
Availability of course offering in chosen institution	7	9.9
Wants to get a prestigious job	15	21.1
Affordable for the family	20	28.2
Strong passion for the profession	5	7.0
Did not indicate	1	1.4
Total	71	100

Rank 3

	f	%
Good grades in high school	2	2.8
Influence of parents or relatives	7	9.9
Influence of friends/peers	1	1.4
Prospect for immediate employment	20	28.2
Provided with a college scholarship (or other means to attend college)	4	5.6
More job opportunities are available to BSEd graduates	2	2.8
Availability of course offering in chosen institution	12	16.9
Wants to get a prestigious job	13	18.3
Affordable for the family	3	4.2
Opportunity for employment abroad	3	4.2
Strong passion for the profession	2	2.8
Did not indicate	1	1.4
Total	71	100.0

Rank 4

	f	%
High grades in the course or subject areas(s) related to the course	2	2.8
Prestige in our community	2	2.8
Influence of parents or relatives	12	16.9
Influence of friends/peers	9	12.7
Prospect for immediate employment	5	7.0
More job opportunities are available to BSEd graduates	2	2.8
Availability of course offering in chosen institution	8	11.3
Wants to get a prestigious job	4	5.6
Affordable for the family	23	32.4
Opportunity for employment abroad	2	2.8
No particular choice or no better idea	1	1.4
Did not indicate	1	1.4
Total	71	100.0

Rank 5

	f	%
High grades in the course or subject areas(s) related to the course	1	1.4
Good grades in high school	1	1.4
Prestige in our community	7	9.9
Influence of parents or relatives	12	16.9
Influence of friends/peers	8	11.3
Prospect for immediate employment	5	7.0
Provided with a college scholarship (or other means to attend college)	2	2.8
Availability of course offering in chosen institution	13	18.3
Wants to get a prestigious job	2	2.8
Affordable for the family	3	4.2
Opportunity for employment abroad	3	4.2
Strong passion for the profession	13	18.3
Did not indicate	1	1.4
Total	59	100.0

Table 8 below shows the choice of the educational institution of the respondents. When the respondents were asked whether the University or College that they have graduated were their first school of choice, results revealed that out of 71 respondents, majority (53 or 74.6%) answered yes while (18 or 25.4%) answered no. This shows that majority of the graduates chose Guimaras State College as their first school of choice.

Data present the principal reason for the selection of the educational institution of the respondents. Results revealed that (17 or 23.9%) principal reason was reputation for cheap/ affordable tuition fees, (1 or 1.4%) reputation as an excellent academic institution, high employability of the graduates, peer/friends will/ are enroll in this college or university and the other (1 or 1.4%) did not indicate.

Data also presents the sources of information for choosing a college. Results revealed that majority (40 or 60.6%) their source were their parents/siblings/relatives, (15 or 21.1%) did not indicate their response, (12 or 16.9%) friends/classmates, (1 or 1.4%) others.

Table 8

Graduated from first school of choice	f	%
Yes	53	74.6
No	18	25.4
Total	71	100.0
Principal Reason for Choosing the College/University	f	%
Reputation as an excellent academic institution	1	1.4
Reputation for cheap/affordable tuition fees	17	23.9
High employability of graduates	1	1.4
Peers/friends will/are enroll in this college/university	1	1.4
Did not indicate	1	1.4
Total	71	100.0
Source of Information for Choosing a College	f	%
Parents/siblings/relatives	43	60.6
Friends/classmates	12	16.9
Others	1	1.4
Did not indicate	15	21.1
Total	71	100.0

Data in table 9 presents the people who financed the respondents' education. Results revealed that out of the 71 respondents, (50 or 70.4%) were financed by their parents, (8 or 11.3%) were financed by their siblings and others were scholars, (4 or 5.6%) were financed by their relatives, (3 or 3.2%) and (1 or 1.4%) did not indicate.

Data in this table presents the place where the respondents live while they were studying. The results revealed that out of 71 respondents, majority (62 or 87.3%) stayed in their own home, (4 or 5.6%) rented an apartment, stayed in their relatives and (1 or 1.4%) did not indicate

Table 9

Financed your education	f	%
Parents	50	70.4
Siblings (brother/s, sister/s)	8	11.3
Relatives	4	5.6
Scholarship	8	11.3
Did not indicate	1	1.4
Total	71	100.0
Where did you live while studying?	f	%
Own Home	62	87.3
Apartment	4	5.6
Relatives	4	5.6
Did not indicate	1	1.4
Total	71	100.0

Table 10 presents the tuition fee of the respondents. Results revealed that out of 71 respondents, (25 or 35.2%) their tuition fee ranges from 3,001-3,500, (11 or 15.5%) did not indicate, (8 or 11.3%) 4,001-4,500, (6 or 8.5%) more than 5,000, (5 or 7%) 1,501-2000; 2,501-3,000 and 3,501-4,000. (3 or 4.2%) ranges 2,001-2,500, (2 or 2.8%) 1,001-1,500 and (1 or 1.4%) had tuition fee less than 1,000.

Data in this table also presents the miscellaneous fee of the respondents. Results revealed that out of 71 respondents, (17 or 23.9%) had a miscellaneous fee of 4,001-4,500, (14 or 19.7%) 3,001-3,500, (9 or 12.7%) 1,501-2000 and 2,501-3,000, (6 or 8.5%) had more than 5,000 miscellaneous fee, (5 or 7%) 3,501-4,000 and the other (5 or 7%) did not indicate, (4 or 5.6%) 2,001-2,500, (1 or 1.4%) less than 1,000 and 1,001-1500.

Table 10

Tuition Fee Of The Respondents	f	%
Less than 1,000	1	1.4
1,001-1,500	2	2.8
1,501-2,000	5	7.0
2,001-2,500	3	4.2
2,501-3,000	5	7.0
3,001-3,500	25	35.2
3,501-4,000	5	7.0
4,001-4,500	8	11.3
More than 5,000	6	8.5
Did not indicate	11	15.5
Total	71	100.0
Miscellaneous Fees	f	%
Less than 1,000	1	1.4
1,001-1,500	1	1.4
1,501-2,000	9	12.7
2,001-2,500	4	5.6
2,501-3,000	9	12.7
3,001-3,500	14	19.7
3,501-4,000	5	7.0
4,001-4,500	17	23.9
More than 5,000	6	8.5
Did not indicate	5	7.0
Total	71	100.0

KNOWLEDGE/SKILLS ACQUIRES FROM COURSES/DEGREE PROGRAM

Data in this table present the knowledge or skills acquired from courses/degree program. As shown in Table 11, results revealed that the overall mean was 2.19 interpreted as "very extreme". Looking into the individual item, Proficiency in written Filipino (M=2.06), Proficiency in written English (M=2.14), Proficiency in spoken English (M=2.08), Proficiency in written Filipino (2.08), Proficiency in spoken Filipino (M=2.08), Interpersonal Communication Skills (M=2.06), Creative and critical thinking skills (M=2.15), Analytical Skills (M=2.28), Problem Solving Skills (M=2.34), Team work/ working with others in a group (M=2.08) and to general knowledge and current issues (M=2.28) all were interpreted as "Very Extreme". IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc. (M=2.66) interpreted as "Somewhat Extreme". This show that the respondents were very satisfied with the knowledge or skills they had acquired from the courses or degree program of BSED. This also implies that the respondents had very effective professors and instructors since most of their skills were honed.

Table 11.
Knowledge and Skills Acquire from Course/Degree Program

Knowledge and Skills Acquire from Course/Degree Program	Mean	Sd	Interpretation
Proficiency in written Filipino	2.06	1.252	Very Extreme
IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc.)	2.66	0.716	Somewhat Extreme
Proficiency in written English	2.14	0.639	Very Extreme
Proficiency in spoken English	2.08	0.603	Very Extreme
Proficiency in written Filipino	2.08	0.554	Very Extreme
Proficiency in spoken Filipino	2.08	0.554	Very Extreme
Interpersonal communication skills	2.06	0.652	Very Extreme
Creative and critical thinking skill	2.15	0.669	Very Extreme
Analytical Skills	2.28	0.59	Very Extreme
Problem Solving Skills	2.34	0.584	Very Extreme
Team work/working with others in a group	2.08	0.671	Very Extreme
Exposure to general knowledge and current issues	2.28	0.721	Very Extreme
Total	2.19	0.483	Very Extreme

Scale: 1.00 – 1.79 (Extremely), 1.80 – 2.59 (Very Extreme), 2.60 – 3.39 (Somewhat Extreme), 3.40 – 4.19 (Not very Extreme), 4.20 – 5:00 (Not at all extreme)

The effectiveness of study program and self-readiness of the respondents is provided in Table 12. Results revealed that the overall mean was 2.22 interpreted as “Very Extreme”. On the individual item, IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc. (M= 2.15)), Proficiency in Written English (M=2.06), Proficiency in spoken English (M=2.04), Proficiency in written Filipino (M=2.01), Proficiency in spoken Filipino (M=2.08), Interpersonal communication skills (M=2.08), Creative and critical thinking skill (M=2.11), Analytical Skills (M=2.31), Problem Solving Skills (M=2.32), Team work/working with others in a group (M=2.10) and Exposure to general knowledge and current issues (M=2.25), all were interpreted as “Very Extreme”.

IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc. (M= 2.15)), Proficiency in Written English (M=2.06), interpreted as “Somewhat Extreme”. This implies that the graduates found the study program effective that would prepare them in facing the challenges in relation to what they have acquired.

Table 12.

Effectiveness of Study Program and Self-Readiness of the Respondents

Effectiveness of Study Program and Self-Readiness	Mean	Sd	Interpretation
IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc.)	2.58	0.669	Very Extreme
IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc.)	2.70	0.641	Somewhat Extreme
Proficiency in written English	2.06	0.652	Very Extreme
Proficiency in spoken English	2.04	0.572	Very Extreme
Proficiency in written Filipino	2.01	0.621	Very Extreme
Proficiency in spoken Filipino	2.08	0.579	Very Extreme
Interpersonal communication skills	2.08	0.579	Very Extreme
Creative and critical thinking skill	2.11	0.622	Very Extreme
Analytical Skills	2.31	0.575	Very Extreme
Problem Solving Skills	2.32	0.627	Very Extreme
Team work/working with others in a group	2.10	0.700	Very Extreme
Exposure to general knowledge and current issues	2.25	0.691	Very Extreme
Total	2.22	0.487	Very Extreme

Scale: 1.00 – 1.79 (Extremely), 1.80 – 2.59 (Very Extreme), 2.60 – 3.39 (Somewhat Extreme), 3.40 – 4.19 (Not very Extreme), 4.20 – 5:00 (Not at all extreme)

Table 13 provides the number of students who recommended the University/college they have attended to their family members and friends. Results revealed that out of 71 respondents, majority (65 or 91.5%) recommend the University/college while (6 or 8.5%) did not recommend it.

Table 13

Number of students who recommend their family member(s) and friends to study in this University/college.

Number of students who recommend their family member(s) and friends to study in this University/college	f	%
Yes	65	91.5
No	6	8.5
Total	71	100.0

FURTHER STUDIES

The respondents' choice for enrolling for further studies is provided in Table 14. When the respondents were asked whether they will enroll for further studies, majority (55 or 77.5%) answered no, while (16 or 22.5%) answered yes. The table shows the respondents' choice for mode of study. Majority (64 or 90.1%) did not indicate their response, (6 or 8.5%) responded full time and (1 or 1.4%) answered Part-time. The table also shows the respondents' choice for level of studies. Out of 71 respondents, majority (59 or 83.1%) did not indicate their response, (7 or 9.9%) answered Second Degree/Baccalaureate and (5 or 7%) chose Masters.

The table further shows the respondents' choice for field of specialization. Majority of the respondents (59 or 83.1%) did not indicate, (6 or 8.5%) chose Educational Management, (3 or 4.2%) English, (2 or 2.8%) Math and (1 or 1.4%) chose Literature. The table shows the respondents' response if the area is similar or related to their previous areas of study. Out of 71 respondents, majority (56 or 78.9%) did not indicate their response, (14 or 19.7%) answered yes, while (1 or 1.4%) answered no. Data in table 14 also shows the respondents' reasons for further studies, majority (45 or 63.4%) did not indicate their response, (14 or 19.7%) answered strong interest in seeking knowledge, (9 or 12.7%) academic credentials/ qualification, (2 or 2.8%) required by employer, position or office and (1 or 1.4%) family encouragement.

Table 14

Enroll for further studies	f	%
Yes	16	22.5
No	55	77.5
Total	71	100.0
Mode of Study	f	%
Full Time	6	8.5
Part-time	1	1.4
Did not indicate	64	90.1
Total	71	100.0
Level of Study	f	%
Masters	5	7
Second Degree/Baccalaureate	7	9.9
Did not indicate	59	83.1
Total	71	100.0
Choice For Field Of Specialization	f	%
M. Ed	12	16.9
Did not indicate	59	83.1
Total	71	100.0
Field of Specialization	f	%
Educational Mgt.	6	8.5
English	3	4.2
Literature	1	1.4
Math	2	2.8
Did not indicate	59	83.1
Total	71	100.0
Is the area similar or related to your previous areas of study?	f	%
Yes	14	19.7
No	1	1.4
Did not indicate	56	78.9
Total	71	100.0
Reason for further studies	f	%
Strong interest in seeking knowledge	14	19.7
Enhance academic credentials/qualification	9	12.7
Family encouragement	1	1.4
Required by employer/position/office	2	2.8
Did not indicate	45	63.4
Total	71	100.0

EMPLOYMENT DATA

The employment data of the respondents are provided in Table 16. Results revealed that out of 71 respondents, majority (56 or 78.9%) presently employed, (9 or 12.7%) were unemployed, (3 or 4.2%) were never employed and did not indicate. This means that during the conduct of this study, majority of the respondents were employed.

Data in this table shows the reasons why some of the respondents were unemployed. Out of 71 respondents, (62 or 87.3%) did not indicate, (4 or 5.6%) answered that they have family responsibility, (2 or 2.8%) answered job offered was not suitable and because of no job opportunity and (1 or 1.4%) chose not to work.

The table also presents different job sectors respondents were employed. Out of 71 respondents, (28 or 39.4%) did not indicate, (10 or 16.9%) Education (public), (7 or 11.9%) Education (private schools), (4 or 6.8%) private (multinational/foreign), (3 or 5.1%) local government and private (local), (1 or 1.7%) national government and, non-government organization.

The present employment status of the respondents is also provided. Results showed that out of 71 respondents, (28 or 39.4%) regular employees, (26 or 36.6%) work as contractual, (11 or 15.5%) did not indicate their response, (4 or 5.6%) Casual and (2 or 2.8%) are temporary employees. This may imply that although they are already practicing profession, others were still not stable in their jobs.

The table further shows the present occupation of the respondents. Out of 71 respondents, majority (67 or 94.4%) did not indicate, (2 or 2.8%) Professional, (1 or 1.4%) Military Police Force and the other (1 or 1.4%) Technical/ Associate Professional.

Table 16. Employment Data of the Respondents

Presently Employed	f	%
Yes	56	78.9
No	9	12.7
Never Employed	3	4.2
Did not indicate	3	4.2
Total	71	100.0
Reason for not yet employed	f	%
Family Responsibility	4	5.6
Job offered was not suitable	2	2.8
Chose not to work	1	1.4
No job opportunity	2	2.8
Did not indicate	62	87.3
Total	71	100.0
Job Sector	f	%
National Government	1	1.7
Local Government	3	5.1
Education (private schools)	7	11.9
Education (public)	10	16.9
Private (multinational/foreign)	4	6.8
Private (local)	3	5.1
Nongovernmental Organization	1	1.7
Did not indicate	28	39.4
Total	71	100.0
Present Employment Status	f	%
Regular or Permanent	28	39.4
Temporary	2	2.8
Casual	4	5.6
Contractual	26	36.6
Did not indicate	11	15.5
Total	71	100.0
Present Occupation	f	%
Military Police Force	1	1.4
Professional	2	2.8
Technical, Associate Professional	1	1.4
Did not indicate	67	94.4
Total	71	100.0

The ability of the respondents to perform a job is provided in Table 17 and results revealed that the overall mean was 2.08 interpreted as "Good". On the individual item, Communication skills (M=1.65) and Communication skills (M=1.73), both were interpreted as "excellent".

Problem-solving and decision-making skills (M=1.95), Confidence to perform tasks required (M=1.85), Working in a team (M=1.93), Usage of ICT (Information and Communication Skills) (M=2.31), Ability to use ICT applications (M=2.27) and Technical skills in AFNR (M=2.42), all were interpreted as "Good".

Table 17. Ability to Perform a Job

Ability to perform a job	Mean	Sd	Interpretation
Communication skills	1.65	0.795	Excellent
Problem-solving and decision-making skills	1.95	0.556	Good
Confidence to perform tasks required	1.85	0.507	Good
Working in a team	1.93	0.478	Good
Communication skills	1.73	0.774	Excellent
Usage of ICT (Information and Communication Skills)	2.31	0.667	Good
Ability to use ICT applications' Technical skills in AFNR	2.27	0.682	Good
Technical skills in AFNR	2.42	0.615	Good
Total	2.08	0.437	Good

Scale: 1.00 – 1.79 (Excellent), 1.80 – 2.59 (Good), 2.60 – 3.39 (Somewhat Good), 3.40 – 4.19 (Poor), 4.20 – 5.00 (Very Poor)

Table 18 below shows the result after asking the respondents if it was their first job after college. The results revealed that out of 71 respondents, majority (47 or 66.2%) answered no, (16 or 22.5%) answered yes, while (8 or 11.3%) did not indicate their response.

The table shows the reasons of the respondents for staying on their job. Out of 71 respondents, (41 or 57.7%) did not indicate their answers, (18 or 25.4%) salaries and benefits, (5 or 7%) Related to special skill, (4 or 5.6%) related to course or program of study, (2 or 2.8%) answered career challenge and (1 or 1.4%) answered others.

The table also shows the response of the respondents if their first job was related to the course they took up in college. (32 or 45.1%) did not indicate, (21 or 29.6%) answered yes and (17 or 23.9%) answered no.

The table further shows the reason of the respondents for accepting the job. Out of 71 respondents, majority (45 or 63.4%) answered salaries and benefits, (10 or 14.1%) related to special skills, (9 or 12.7%) career challenge, (4 or 5.6%) did not indicate, (2 or 2.8%) answered others and (1 or 1.4%) proximity to residence.

It also shows the reason of the respondents for changing a job. Out of 71 respondents, (29 or 40.8%)

Table 18.

First Job After College	f	%
Yes	16	22.5
No	47	66.2
Did not indicate	8	11.3
Total	71	100.0
Reason for Staying on the Job	f	%
Salaries and benefits	18	25.4
Career challenge	2	2.8
Related to special skill	5	7
Related to course or program of study	4	5.6
Others	1	1.4
Did not indicate	41	57.7
Total	71	100.0
Is your First Job Related to the Course you took up in college?	f	%
Yes	21	29.6
No	17	23.9
Did not indicate	32	45.1
Total	71	100.0
Reason for Accepting the Job	f	%
Salaries and benefits	45	63.4
Career challenge	9	12.7
Related to special skills	10	14.1
Proximity to residence	1	1.4
Others	2	2.8
Did not indicate	4	5.6
Total	71	100.0
Reason for changing a job	f	%
Salaries and benefits	29	40.8
Career challenge	9	12.7
Related to special skills	20	28.2
Proximity to residence	3	4.2
Others	2	2.8
Did not indicate	8	11.3
Total	71	100.0

The length of stay of the respondents in their first job is provided in Tabel 19. Out of 71 respondents, (19 or 26.8%) answered 1 to 6 months, (14 or 19.7%) 7 to 11 months, (13 or 18.3%) did not indicate, (10 or 14.1%) 1 year to less than 2 years, (6 or 8.5%) 2 years to less than 3 years, (2 or 2.8%) less than a month and (1 or 1.4%) 3 years to less than 4 years.

Table also shows how the respondents found their first job. Out of 71 respondents, (30 or 42.3%) were walk-in applicants, (13 or 18.3%) information from friends, (8 or 11.3%) media (print ads, radio, TV, internet), (7 or 9.9%) others, (4 or 5.6%) referred by college professor, (4 or 5.6%) did not indicate, (3 or 4.2%) private employment agency, job fair, (1 or 1.4%) campus counseling, placement assistance and family business.

The table further shows the length of time the respondents took to land on their first job a job. Out of 71 respondents, (25 or 35.2%) answered less than a month, (15 or 21.1%) 1 to 6 months, (14 or 19.7%) 1 year to less than 2 years, (9 or 12.7%) did not indicate, (3 or 4.2%) 7 to 11 months, (2 or 2.8%) 2 years to less than 3 years and 3 years to less than 4 years, (1 or 1.1%) answered others.

Table 19.

First Job After College	f	%
Yes	16	22.5
No	47	66.2
Did not indicate	8	11.3
Total	71	100.0
Reason for Staying on the Job	f	%
Salaries and benefits	18	25.4
Career challenge	2	2.8
Related to special skill	5	7.0
Related to course or program of study	4	5.6
Others	1	1.4
Did not indicate	41	57.7
Total	71	100.0
Is your First Job Related to the Course you took up in college?	f	%
Yes	21	29.6
No	17	23.9
Did not indicate	32	45.1
Total	71	100.0
Reason for Accepting the Job	f	%
Salaries and benefits	45	63.4
Career challenge	9	12.7
Related to special skills	10	14.1
Proximity to residence	1	1.4
Others	2	2.8
Did not indicate	4	5.6
Total	71	100.0
Reason for changing a job	f	%
Salaries and benefits	29	40.8
Career challenge	9	12.7
Related to special skills	20	28.2
Proximity to residence	3	4.2
Others	2	2.8
Did not indicate	8	11.3
Total	71	100.0

Table 20 below shows the job level position of the respondents on their first job. Out of 71 respondents, (28 or 39.4%) did not indicate, (25 or 35.2%) managerial or executive, (12 or 16.9%) professional, technical or supervisory, (4 or 5.6%) rank or clerical and (2 or 2.8%) self-employed.

The table shows the job level position of the respondents on their second job. Out of 71 respondents, (50 or 70.4%) did not indicate, (11 or 15.5%) professional, technical or supervisory, (3 or 4.2%) rank or clerical and (1 or 1.4%) self-employed.

The table also shows the initial gross of the respondents. Out of 71 respondents, (31 or 43.7%) 5,000 to less than 10,000, (18 or 25.4%) below 5,000, (14 or 19.7%) 10,000 to less than 15,000, (5 or 7%) did not indicate, (2 or 2.8%) 15,000 to less than 20,000 and (1 or 1.4%) 20,000 to less than 25,000.

The table further shows the extent of relevance of the college curriculum to the first job of the respondents. Out of 71 respondents, (27 or 38%) answered extremely helpful, (25 or 35.2%) very helpful, (10 or 14.1%) somewhat helpful, (5 or 7%) not very helpful and (4 or 5.6%) did not indicate.

Table 20.

Job Level Position (First Job)	f	%
Rank or Clerical	4	5.6
Professional, Technical or Supervisory	12	16.9
Managerial or Executive	25	35.2
Self-employed	2	2.8
Did not indicate	28	39.4
Total	71	100.0
Job Level Position (Second Job)	f	%
Rank or Clerical	3	4.2
Professional, Technical or Supervisory	11	15.5
Managerial or Executive	6	8.5
Self-employed	1	1.4
Did not indicate	50	70.4
Total	71	100.0
Initial Gross	f	%
Below 5,000	18	25.4
5,000 to less than 10,000	31	43.7
10,000 to less than 15,000	14	19.7
15,000 to less than 20,000	2	2.8
20,000 to less than 25,000	1	1.4
Did not indicate	5	7.0
Total	71	100.0
Extent was your college curriculum relevant to your first job?	f	%
Somewhat helpful	10	14.1
Very helpful	25	35.2
Extremely Helpful	27	38
Not very helpful	5	7.0
Did not indicate	4	5.6
Total	71	100.0

Table 21 shows the competencies learned in college that they found very useful in their first job. Out of 71 respondents, majority (60 or 93.8%) answered human relation skills, (56 or 87.5%) communication skills, (9 or 14.1%) critical thinking skills, (8 or 12.5%) problem-solving skills, (7 or 10.9%) information communication skills and (3 or 4.7%) entrepreneurial skills.

Table 21.

*Competencies Learned in College did you find very useful in your first job	f	%
Communication Skills	56	87.5
Human relation skills	60	93.8
Entrepreneurial Skills	3	4.7
Information Technology Skills	7	10.9
Problem-solving skills	8	12.5
Critical thinking skills	9	14.1
Total	71	100.0

*Multiple Responses

Table 22 shows whether or not the respondents are looking for another job. Majority (44 or 62%) answered yes while (27 or 38%) responded no.

It also shows the reason of the respondents for looking for another job. Out of 71 respondents, (57 or 80.3%) answered to get high salary, (7 or 9.9%) looking for job compatible with qualification and (7 or 9.9%) did not indicate their response.

Whether or not the respondents have secondary part-time job is provided in the table below and indicated that out of 71 respondents, (57 or 80.3%) answered no, (7 or 9.9%) answered yes and (7 or 9.9%) did not indicate.

The table also shows the reason for taking a job. Out of 71 respondents, (63 or 88.7%) did not indicate (7 or 9.9%) to get extra income, and (1 or 1.4%) to gain experience.

The table further shows whether or not respondents are applying or planning to apply a job overseas or abroad.

Out of 71 respondents, (49 or 69%) answered no and (22 or 31%) answered yes.

Table 22

Looking for another job?	f	%
Yes	27	38
No	44	62
Total	71	100.0
Reason for looking another job?	f	%
Looking for job compatible with qualification	7	9.9
To get higher salary	57	80.3
Did not indicate	7	9.9
Total	71	100.0
Do you have secondary part-time job?	f	%
Yes	7	9.9
No	57	80.3
Did not indicate	7	9.9
Total	71	100.0
Reason for taking a job	f	%
To gain experience	1	1.4
To get extra income	7	9.9
Did not indicate	63	88.7
Total	71	100.0
Currently Applying or planning to apply a job overseas/abroad	f	%
Yes	22	31.0
No	49	69.0
Total	71	100.0

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