EMPLOYMENT STATUS OF THE BACHELOR OF ELEMENTARY EDUCATION GRADUATES OF GSC-SALVADOR CAMPUS

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Abstract

This study was conducted to determine the employment status of BEEd 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 profile of the GSC-SC BEEd graduates? (b) What is the educational profile 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 BEEd 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 BEEd 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 1month 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 BEEd 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.

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.

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 ae 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, 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 has a monthly salary which ranges from 10,000-15,000 Php. 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 usedto 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 they believed most useful in achieving employment success. Unfortunately, most graduates did not involve in organizational membership and volunteer work. Improvement in communicative skills and comprehensive scope were suggested to improve the AB English Curriculum and On-the-job Training respectively.

Statement of the problem

This study was conducted to determine the employment status of the BEED 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 BEEd graduates in terms of:
    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 institutional 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

Research Methodology

Research design

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

Respondents of the study

The respondents of this study were theBEED graduates of Guimaras State College from AY 2006 - 2007 to 2012-2013. The list of the respondents was taken from the records of the Registrar's Office.

Academic Year	N	Total
2006-2007	16	16
2007-2008	16	16
2008-2009	7	7
2009-2010	8	8
2010-2011	5	5
2011-2012	6	6
2012-2013	16	16
Total	**68**	**168**

Sampling technique

Total enumeration was used in the conduct of this study. A total of 68 BEEd graduates from 2007-2013 are supposed to be included in the study but only 59 were reached out.

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 wasalso used for those who cannot be reached personally but have media account such as facebook, twitter, e-mail address, skype and other sources.

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.

Data in table 2 presents the occupation of the respondents' parents. Results revealed that out of 59 respondents, (18 or 30.5%) have fathers who work as Laborer, Unskilled Worker,(17 or 28.8%) whose type of occupation were not listed in the options, (14 or 23.7%) Farmer, Forestry Worker, Fisherman, (6 or 10.2%) unemployed, (2 or 3.4%) Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor, (1 or 1.7%) other Community, Social and Personal Service Activities and Private Household with employed Service Activities.

In terms of mothers' occupation, results revealed that majority (42 or 71.2%) have mothers who were unemployed, (6 or 10.2%) whose type of occupation were not listed in the options, (2 or 3.4%) Service Worker in Shop, Market; Farmer, Forestry worker, fisherman; Health and Social Work and Private Household with Employed Service Activities, (1 or 1.7%) of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor; Professional and Sales worker.

Table 2.Parents' Occupation

Occupation	f	%
Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor	2	3.4
Farmer, Forestry Worker, Fisherman	14	23.7
Laborer, Unskilled Worker	18	30.5
Other Community, Social and Personal Service Activities	1	1.7
Private Household with Employed Service Activities	1	1.7
Not Employed	6	10.2
Others	17	28.8
Total	**59**	**100.0**
Official of Government and Special-Interest Organization, Corporate Executive, Manager, Managing Proprietor, Supervisor	1	1.7
Professional	1	1.7
Service Worker in Shop, Market	2	3.4
Sales Worker	1	1.7
Farmer, Forestry Worker, Fisherman	2	3.4
Health and Social Work	2	3.4
Private Household with Employed Service Activities	2	3.4
Not Employed	42	71.2
Others	6	10.2

This table indicates the annual family income of the respondents' family. Results revealed that (19 or 32.2%) were earning less than 50,000 and 50,001-100,000, (11 or 18.6%) earn 100,001-150,000, (6 or 10.2%) earn 200,001-250,000, (2 or 3.4%) who earn 150,001-200,000, (1 or 1.7%) earn more than 250,000 and (1 or 1.7%) did not indicate. This means that majority of the respondents were earning just enough or even not enough to sustain their basic needs for the whole year.

In terms of household size, most of them have 3 to 4 members (15 or 25.4%) followed by those with more than 5 family members (14 or 23.7%) and 5 members (12 or 20.3%). This means that the household size of the respondents belongs to the ideal household family size which is 3-5 members.

Table 3. Annual family income and household size

Income	f	%
Less than 50,000	19	32.2
50,001 - 100,000	19	32.2
100,001 - 150,000	11	18.6
150,001 - 200,000	2	3.4
200,001 - 250,000	6	10.2
more than 250,000	1	1.7
Did not indicate	1	1.7
Total	**59**	**100**
Household size		
1	3	5.1
3	15	25.4
4	15	25.4
5	12	20.3
more than 5	14	23.7
Total	**59**	**100**

2. Educational profile

Data in Table 4 presents the respondent's highest educational attainment and choice of educational institution. As to the highest educational attainment, majority were Baccalaureate degree holder with 56 or 94.9%. Only two (3.4%) were Graduate Diploma or Certificate and one (1.7%) as Associate degree holder. As to their choice of educational institution, all of them preferred to study in a State University/College. This is probably because State Universities and Colleges offered lower tuition fees compared to private ones.

Table 4.Highest educational attainment and choice of educational institution

Highest educational attainment	f	%
Associate degree (two-year degree)	1	1.7
Baccalaureate (four or five-year degree)	56	94.9
Graduate Diploma or Certificate	2	3.4
Total	**59**	**100.0**
Choice of educational institution		
State University/College	59	100
Private University/College	0	0
Total	**59**	**100.0**

When asked regarding the knowledge and skills they acquired from the degree/program, they rated most of the knowledge and skills presented as "very extreme" with an overall mean of 2.25. Only IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc.) were rated as somewhat extreme with a mean of 2.66. Results showed that skills which are very closely related to teaching were those which were rated as very extreme while those which were rated as somewhat extreme are skills which are not really the specialization of the course. Data are presented in Table 5.

Table 5. Knowledge and skills acquired from courses/degree program

Knowledge and skills	mean	sd	Interpretation
IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc.)	2.66	0.734	Somewhat Extreme
Proficiency in written English	2.19	0.601	Very Extreme
Proficiency in spoken English	2.14	0.571	Very Extreme
Proficiency in written Filipino	2.12	0.590	Very Extreme
Proficiency in spoken Filipino	2.08	0.566	Very Extreme
Interpersonal communication skills	2.19	0.572	Very Extreme
Creative and critical thinking skill	2.24	0.625	Very Extreme
Analytical Skills	2.36	0.580	Very Extreme
Problem Solving Skills	2.37	0.522	Very Extreme
Team work/working with others in a group	2.15	0.582	Very Extreme
Exposure to general knowledge and current issues	2.32	0.600	Very Extreme
Total	2.25	0.456	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 6 presents the effectiveness of the study program and self-readiness. The overall mean for the skills presented was 2.25 interpreted as "very extreme". Which means that with all the trainings they had undergone in their undergraduate studies, they found almost all of the skills as very extremely effective and found themselves as very much ready with their jobs.

Table 6.Effectiveness of Study Program and Self-Readiness

Knowledge and skills	mean	sd	Interpretation
IT skills (Use of Microsoft Word, Power Point, Adobe, AutoCAD, etc.)	2.07	0.666	Very Extreme
Proficiency in written English	2.80	1.551	Very Extreme
Proficiency in spoken English	2.19	0.601	Somewhat Extreme
Proficiency in written Filipino	2.14	0.571	Very Extreme
Proficiency in spoken Filipino	2.09	0.629	Very Extreme
Interpersonal communication skills	2.03	0.642	Very Extreme
Creative and critical thinking skill	2.12	0.590	Very Extreme
Analytical Skills	2.29	0.671	Very Extreme
Problem Solving Skills	2.29	0.645	Very Extreme
Team work/working with others in a group	2.32	0.681	Very Extreme
Exposure to general knowledge and current issues	2.08	0.596	Very Extreme
Total	2.25	0.456	**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)

3. Employment Data

The employment status of the BEEd graduates showed that during the conduct of the study, 43 (72.9%) were already employed, not considering whether they were underemployed or not. There were 12 (20.3%) who were not employed and 1 (1.7%) who has never been employed since graduation. Results showed that many of the respondents had landed a job.

Table 7. Employment status of the BEEd graduates

Employment status	f	%
Yes	43	72.9
No	12	20.3
Never Employed	1	1.7
Did not indicate	3	5.1
Total	**59**	**100.0**

When asked for the reasons why they were not employed or never been employed, 15 (31.9%) said it's because of their family responsibility, nine(19.1%) chose not to work and another nine said that there is no job opportunity. Seven (14.9 %) responded for health problem and for further studies. Based on the results we can say that those who were not employed prioritized the other side of their family responsibility instead of finding a job. Data are presented in Table 8.

Table 8. Reasons for being not employed*

Reasons	f	%
Further Studies	7	14.9
Family Responsibility	15	31.9
Lack of self-confidence to face the working world	7	14.9
Chose not to work	9	19.1
No job opportunity	9	19.1
Health Problem	7	14.9
Total	**47**	**100.0**

Multiple response*

Table 9 shows the present occupation of the respondents. Results showed that one (2.3%) is professional and another one (2.3%) is in Education. Majority (41)of the respondents did not respond in this item. This implies that most of them landed a job which is not in line with their course.

Table 9.Present occupation

	f	%
Professional	1	2.3
Education	1	2.3
Did not indicate	41	95.3
Total	**43**	**100.0**

The present employment status of the respondents revealed that of the 43 employed graduates, majority of them were regular/permanent in their jobs (19 or 44.2%), 15 (34.9%) were contractual and two were self- employed. This may imply that the Teacher Education graduates of Guimaras State College are not behind from other State Universities and Colleges in terms of hiring and employment. Data are presented in Table 10.

Table 10. Present employment status

Reasons	f	%
Regular or Permanent	19	44.2
Temporary	1	2.3
Casual	6	14.0
Contractual	15	34.9
Self-Employed	2	4.7
Total	**43**	**100.0**

Table 11 shows the length of service of the respondents in their current job. Only 1 (2.3%)responded that he/she works for almost 2 years. Majority of them did not indicate their response (42 or 97.7%).

Table 11. Length of service

	f	%
2 years	1	2.3
Did not indicate	42	97.7
Total	43	100.0

Table 12 shows the starting monthly salary of the respondents in their current job. Majority of them did not indicate their monthly salary (41 or 95.3%). Only (2.3%)one has a monthly income of 15,000 to less than 20,000 and another one (2.3%)for below 5,000.

Table 12. Starting monthly salary

	f	%
Below 5,000	1	2.3
15,000 to less than 20,000	1	2.3
Did not indicate	41	95.3
Total	**43**	**100.0**

The respondents' work ability as perceived by themselves showed an overall mean of 2.20 interpreted as "Good". On the individual item, the items "Problem-solving and decision-making skills", "Confidence to perform tasks required", "Communication skills", "Usage of ICT (Information and Communication Skills)"., "Ability to use ICT applications' Technical skills in AFNR", "Technical skills in AFNR" got an individual mean, 1.98, 1.98, 2.00, 2.18, 2.18 and 2.30 respectively, interpreted as "Good". Workplace adaptability got a mean of 2.69 interpreted as "somewhat good" and "Working as a team" got a mean of 1.47 interpreted as "excellent". The results may imply that the respondents are still on the process of adjustment with their jobs. Data are presented in Table 13.

Table 13. Employee's work ability as perceived by himself

Perceived Work Environment	f	%	
Workplace adaptability	2.69	1.061	Somewhat Good
Problem-solving and decision-making skills	1.98	0.499	Good
Confidence to perform tasks required	1.98	0.452	Good
Working in a team	1.47	0.935	Excellent
Communication skills	2.00	0.522	Good
Usage of ICT (Information and Communication Skills)	2.18	0.614	Good
Ability to use ICT applications' Technical skills in AFNR	2.18	0.650	Good
Technical skills in AFNR	2.30	0.632	Good
Total	2.20	0.350	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)

Job transition

Table 14 shows the respondents' reasons for accepting the job. Results showed that their primary reason are the salaries and benefits with 29 (58.0%) responses, followed by the reason which is the relatedness of the job to their special skills (14 or 28.0%) and career challenge (6 or 12.0%). This may imply that the salaries and benefits enticed most of the respondents in their jobs.

Table 14. Reasons for accepting the job*

Reasons	f	%
Salaries and benefits	29	58.0
Career challenge	6	12.0
Related to special skills	14	28.0
Proximity to residence	1	2.0
Total	**50**	**100.0**

Multiple response*

When asked regarding their reasons for changing their jobs. Most of them said that it is because of salaries and benefits with 23 (53.5%) responses, followed by related to special skills (10 or 23.3%) and career challenge (6 or 14.0%). This implies that those who changed their first job were not satisfied with their salaries. Data are presented in Table 15.

Table 15.Reason for changing the job*

Reasons	f	%
Salaries and benefits	23	53.5
Career challenge	6	14.0
Related to special skills	10	23.3
Proximity to residence	4	9.3
Total	**43**	**100.0**

Table 16 shows the relatedness of the respondents' first job to their course. It was found out that majority of them (20 or 20%) responded that their first job was not related to their course and 17 (28.8%) said it was related. However, 22 (37.3%) of the respondents did not indicate their response. This implies that the respondents do not consider the relatedness of their job to their course as long as they are capable with the job ad as long as they have earnings after graduation.

Table 16. Relatedness of the first job to the course

	f	%
Yes	17	28.8
No	20	33.9
Did not indicate	22	37.3
Total	**59**	**100.0**

As to the length of service in their first job, 23 (39 %) said that they worked for less than a month. Nine (15.3%) worked for 7-11 months and 5 (8.5%) worked for 1-6 months. Twenty-two of the respondents did not respond to this question. This implies that most of the BEEd graduates did not stay longer in their first job. This is probably because of the reason that their first job is not related to their course. Data are presented in Table 17.

Table 17. Length of service in the first job

	f	%
Less than a month	23	39.0
1 to 6 months	5	8.5
7 to 11 months	9	15.3
Did not indicate	22	37.3
Total	**59**	**100.0**

Table18 presents the result in the respondents' length of finding their first job. Seventeen (28.8%) responded that it took them 1-6 months to find a job and another 17 (28.8%) for 7-11 months. Eight of them said that it took 2 years to less than three years for them to find a job and three (5.1%) for 1 year to less than 2 years. Eleven (17.6%)of the respondents did not respond to this item. The results may imply that majority of the respondents landed a job a few months after graduation.

Table 18. Length in finding the first job

	f	%
Less than a month	1	1.7
1 to 6 months	17	28.8
7 to 11 months	17	28.8
1 year to less than 2 years	3	5.1
2 years to less than 3 years	8	13.6
3 years to less than 4 years	1	1.7
Others	1	1.7
Did not indicate	11	17.6
Total	**59**	**100.0**

Table 19 presents the job position of the respondents. Twenty-one (35.6%)of them have managerial or executive nature of job, next, Prefrontal, Technical or Supervisory (12 or 20.3%) and 5 (8.5%) as clerk. As to their second job, Managerial or Executive is also the majority's job position (10 or 35.6%) followed by Prefrontal, Technical or Supervisory (3 or 20.3%) and clerical and self-employed, both having 1 (1.7%) response. This implies that the first and second jobs of the respondents are not in line with their profession.

Table 19. Job level/position

1st Job	f	%
Managerial or Executive	21	35.6
Prefrontal, Technical or Supervisory	12	20.3
Rank or Clerical	5	8.5
Self-employed	1	1.7
Did not indicate	20	33.9
Total	**59**	**100.0**
2nd Job		
Managerial or Executive	10	35.6
Prefrontal, Technical or Supervisory	3	20.3
Rank or Clerical	1	1.7
Self-employed	1	1.7
Did not indicate	44	33.9
Total	59	100.0

Table 20 shows the starting monthly salary of the respondents in their second job. Majority of them earn 5,000 to less than 10,000 a month (26 0r 44.1%), followed by below 5,000 (17 or 28.8%) and 10,000 to less than 15,000 (9 or 15.3%). Only a few earn 15,000 to less than 20.000 and 20,000 to less than 25,000 with 3(5.1%) and 1 (1.7%) respectively. This implies that the respondents' monthly salary in their first job is meager since they had just entered the job.

Table 20. Starting monthly salary

	f	%
5,000 to less than 10,000	26	44.1
Below 5,000	17	28.8
10,000 to less than 15,000	9	15.3
15,000 to less than 20,000	3	5.1
20,000 to less than 25,000	1	1.7
Did not indicate	3	5.1
Total	**59**	**100.0**

Table 21 presents the extent of relevance of the college curriculum to their first job. Twenty (33.9%) said "no" and 17 (28.8%) said "yes". Results showed that the college curriculum was irrelevant to their first job since the result in the relatedness of their course to their first job also revealed that majority were not related.

Table 21. Extent of the relevance of the college curriculum to the first job

	f	%
Yes	17	28.8
No	20	33.9
Did not indicate	22	37.3
Total	**59**	**100.0**

When asked regarding the usefulness of the competencies they've learned in college to their first job, Human relation skills ranked first with 50 (89.3%) responses followed by communication skills (85.7%), problem-solving skills (21.4%) and Information Technology skills (8.9%). Critical thinking (7.1%) and Entrepreneurial Skills (3.6%) are in the bottom two. This means that human relation skills are the most important of all the skills in the workplace prior to other skills. Data are presented in Table 22.

Table 22.Usefulness of competencies learned in college in the first job*

	f	%	Rank
Communication Skills	48	85.7	2
Human relation skills	50	89.3	1
Entrepreneurial Skills	2	3.6	6
Information Technology Skills	5	8.9	4
Problem-solving skills	12	21.4	3
Critical thinking skills	4	7.1	5
Total	**59**	**100.0**	

Multiple response*

Table 23 presents the result on the availability of secondary or part-time jobs to the respondents. Majority of them (45 or 76.3%) said no and 8 (13.6%) said that they have secondary or part-time jobs. This implies that most of them have single jobs to focus on.

Table 23.Availability of secondary or part- time job

	f	%
Yes	8	13.6
No	45	76.3
Did not indicate	6	10.2
Total	**59**	**100.0**

Conclusions and Recommendations

Conclusions

1. Majority of the respondents were female and single and were residents of the Province of Guim aras. As to their parents' occupation, majority of the fathers were laborers and the mothers were household managers. The household size is 3-4 members and with a monthly family income of less than ₱5,000.
2. Most of the respondents were baccalaureate degree holders. They found the knowledge and skills they acquired from their course as very extreme as well as the effectiveness of the study program and their self-readiness.
3. The employment status of the BEEd graduates revealed that majority of them were already em ployed. The main reason of those who were not employed is because of family responsibility. Only a few landed on a job which is in line with their course but, most of them were already regular/per manent in their jobs. Most of them did not indicate their monthly salary. Their work ability as per ceived by themselves was rated as "Good".

4. Majority of the respondents' reason for accepting and changing the job is because of the salaries and benefits. Most of their first job is not related to their course and they worked for less than a month. Majority of them have managerial or executive nature of job and they earn ₱5,000 to less than ₱10,000. Human relation skill is the skill they've learned in their college years which is the most important skill for them in the workplace. Most of the BEEd graduates have no secondary or part-time jobs.

Recommendations

Based on the foregoing conclusions, the following measures are recommended:

1. The College of Teacher Education may encourage more male students to enroll in the program of Bachelor in Elementary Education to increase the number of male graduates of the program.
2. The College of Teacher Education may encourage Bachelor in Elementary Education graduates to pursue further studies after graduation and College of Teacher Education may continue or exceed their teaching performance in honing Education students in gaining and acquiring their knowledge or skills from their courses or degree program.
3. The College of Teacher Education or the National Government may monitor the employment status of graduates and may give assistance or aid to the increasing number of unemployment.
4. The College of Teacher Education may enhance the Education Students' other competency skills for these may be useful in future endeavors.

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