EMPLOYMENT STATUS OF GSC GRADUATES AS INFLUENCED BY I-PLANO MO INTERVENTIONS AS PERSONALITY DEVELOPMENT APPROACH

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ABSTRACT The study was conducted to determine the employment status of GSC graduates as influenced by I-PLANO MO interventions as Personality Development Approach. Descriptive and eclectic research designs were used to describe the data gathered for the study. The gathered data for the demographic profile of the respondents were analyzed using frequency count and percentages. The respondents of the study were represented by the purposively selected grantees of the Expanded Students' Grant-in-Aid Program (ESGP-PA) and their peers who were selected based on their academic performance. The academic performance was based on their general average for AY 2016-2017. The result of the study revealed that majority of the respondents were males, taking up Bachelor of Science in Information Technology and had a very good academic performance. In addition, all of the respondents need to join the job fair while most of them need training for personality development and career path planning. Moreover, an I-PLANO MO was designed by the college to address their needs. Furthermore, after one year of graduation, all of the respondents were hired but on a contractual or casual basis, with only 25 percent hired on the Local School Board by the Department of Education.

Keywords: Personality, Packaging, Needs, Employment, Students

INTRODUCTION

Guimaras State College, the only state college in the Province of Guimaras aimed to offer curricular offerings responsive to the community's needs. This aim brought an expectation that right after graduation, the students will find a stable job that is vertically aligned. It would be easier to get a job when the graduates were able to package themselves well. In today's world, where graduates faced a volume of competition, they need to project as the best graduates. Hence, it has been a common observation that most graduates of this college cannot find a job immediately after graduation. This is the reason why, prior to graduation, the college makes sure that the graduating students would be able to start planning for a better career path. Their personality packaging needs were identified during their 3rd year of stay in the college. For the past four academic years, specifically, AY 2014-2015, AY 2015-2016, AY 2016-2017, and AY 2017-2018, the college was one among the State Universities and Colleges in the Philippines which received a 2.7M grant for educating the grantees of the Expanded Students' Grant-in-Aid Program for Poverty Alleviation (ESGP-PA) who were the beneficiaries of the "Pantawid Pamilyang Pilipino Program" (4Ps). In the Memorandum of Agreement signed by various stakeholders and partner agencies for the said program, it was mentioned that one of their many functions is to provide the grantees with better opportunities to be hired after graduation. In order to be responsive to this function, the college makes sure that necessary trainings aside from those provided academically was given to the grantees prior to their graduation. Thus, the researchers came up with an Illumination for Postgraduate Labor Attainment and New Opportunities "I-PLANO" MO program for six sessions. These sessions were brought into the open discussion as inspired by the grantees. This study was anchored on Holland's Personality-Job Fit Theory. Personality-job fit theory revolves around the idea that every organization and individual has specific personality traits. The closer the traits between the person and the company match, the higher the chance of workplace productivity and satisfaction. The best personality fit will also decrease job turnover and stress, absenteeism, and poor job satisfaction. Personality-job fit theory or person-environment (P-E) fit is a match between a worker's abilities, needs, and values and organizational demands, rewards, and values (Great Essay, 2019). This theory further states that an employee's satisfaction with their job and the likelihood of leaving the job depends on the degree to which the individual's personality matches the job environment. He also identifies five (5) basic personalities: realistic, investigative, social, conventional, and enterprising.

In order to provide valuable information about the program, the researchers were inspired to come up with a qualitative report on their personality packaging needs, how these needs were addressed, and their employment status after a year of graduation.

Statement of the Problem

This study aimed to determine the personality packaging needs of college students. Specifically, this study sought answers to the following questions: What is the demographic profile of the college students when categorized as to sex, course, and academic performance; What are the personality packaging needs of the college students in terms of career planning, personality development, and exclusive job fair; What intervention program is offered by the college to address their needs; and What is the employment status of the students a year after graduation?

METHODOLOGY

A qualitative research design was used to describe the gathered data. The respondents of this study were purposively selected. This study was conducted the main campus of Guimaras State College. An interview sheet that contained a list of 5 priority needs based on the 7 Essential Skills which every graduate needs in 2017 was given individually to them to identify the personality packaging needs and employment status of the selected students. Then, after getting the summary of their needs, the researchers come up with a plan on how to address their needs. Thus, Illumination for Postgraduate Labor Attainment and New Opportunities "I-PLANO" MO comes into an open discussion with the US Peace Corps for funding purposes and technical assistance. A Module on Personality Packaging Needs was designed for a month with the help of the US Peace Corps Volunteer. When the module was finalized, the researchers invited speakers from different agencies to handle six (6) sessions to provide the necessary training for career path planning and personality development. During the last session, an exclusive gob fair was provided to the students. Statistical tools like frequency count and percentages were only used to identify the profile of the respondents. The statistical tools used were Frequency Counts and Percentages. These were only used to identify the demographic profile of the respondents.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1 shows the profile of the respondents in terms of sex, terms of course, and academic performance. Using the Frequency Count and percentage, the result showed that out of the 90 respondents, 69 0r 76.67 percent were males while 21 or 23.33 percent were females. In terms of course, out of 90 respondents, 47 or 52.22 percent were taking up Bachelor of Science in Information Technology; 25 or 27.78 percent were taking up Bachelor of Secondary Education major in English; 10 or 11.11 percent were taking up Bachelor of Secondary Education major in Mathematics, and 8 or 8.89 percent were taking up Bachelor of Industrial Technology. In terms of their academic performance, out of 90, 10 or 11.11 percent had a superior performance, 72 or 80 percent had a very good performance, and 8 or 8.89 percent had a good performance.

Table 1. Profile of Respondents in Terms of Sex, Terms of Course, and Academic Performance

Particulars	frequency	percentage
Sex		
Male	69	76.67
Female	21	23.33
Total	90	100.0
Terms of Course		
BSIT	47	52.22
BSED Math	10	11.11
BSED English	25	27.78
BIT	8	8.89
Total	90	100.0
Academic Performance		
1.1 to 1.5 (Superior)	10	11.11
1.5 to 2.0 (Very Good)	72	80.0
2.1 to 2.5 (Good)	8	8.89
Total	90	100.0

**Personality Packaging Needs of the College Students in Terms
of Career Planning, Personality Development, and Exclusive Job Fair**

Through an individual interview sheet which the respondents answered, it was found that 90 or 100 percent of them need to join the job fair; 74 or 82.22 percent of them need training for personality development; 56 or 62.22 percent of them need career path planning; 45 or 50 percent of them need language and speaking skills development training, and 44 or 48.89 percent of them need Information and Communications Technology Applications Training.

Employability skills are needed to enable graduates to cope with the changes in the labor market. Therefore, graduates need to possess higher-order skills that will enable them to continuously recognize opportunities aiming at enhancing their employability prospects and integrate the same into their life aspects (Fulgence, 2015).

Table 2. Personality Training Needs

Particulars	Frequency	Percentage
Personality Development	74	82.22
Job Fair	90	100
Carrer Path Planning	56	62.22
Speaking Skills Development Training	45	50
Information and Communications Technology Applications Training	44	48.89

Intervention Program

Out of the findings in personality packaging needs and employment status of the college students as identified and stated in Table 2 of the Result and Discussion, the researcher had come up with a Module entitled I-PLANO MO, which contained three major trainings concentrating on the top three needs of the students namely the need for the job fair, personality development and career path planning. The I-PLANO MO module preparation was done through the technical assistance provided by the US Peace Corps in the Philippines. The trainings were done in six sessions and were provided by selected experts from different agencies. The first session was done on July 26, 2017; the second-day session was held on August 9, 2017; the third-day session was held on August 16, 2017; the fourth-day session was held on August 25, 2017; the fifth-day session was held on August 30, 2017, and the last session was held on September 6, 2017.

Employment Status of the Graduates after a Year of Graduation

The respondents graduated in 2018 and they were given one year to look for a job. After one year, they were monitored as to their employment status using social media in the form of a group chat. Results of the survey indicated that 90 or 100 percent of them were employed. However, only 32 or 35.56 percent of them worked in government offices, and 58 or 64.44 percent of them worked in private agencies. Among those employed in government offices, 8 or 25 percent were hired for the Local School Board in the Department of Education. Hence, none of them got a permanent job which means all of them were hired on a contractual or casual basis.

CONCLUSION

Majority of the respondents were males, taking up Bachelor of Science in Information Technology and had a very good academic performance. All respondents need to join the job fair, while most need training for personality development and career path planning. The College designed an I-PLANO MO was designed to address their needs. After one year of graduation, all of the respondents were hired but on a contractual or casual basis

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