

## **EMPLOYMENT STATUS OF THE TEACHER EDUCATION GRADUATES OF GUIMARAS STATE COLLEGE, PHILIPPINES**

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**ABSTRACT** This descriptive study was conducted to determine the employment status of 366 graduates of the College of Teacher Education from the Academic Year 2013-2018. The respondents were classified according to sex, course, and highest educational attainment. The data were collected using a modified CHED standardized graduate tracer questionnaire. Questionnaires were distributed directly to the respondents within the province and through emails and social media platforms. The data were analyzed using frequency and percentage. The top knowledge and skills acquired by the graduates from the program were communication skills and exposure to general knowledge and current events. In contrast, entrepreneurial skill was the least acquired knowledge and skill. Astoundingly, 93.4% of the graduates were employed, and 77.5% of them are working in the field of education. The study also recorded 6.6% of unemployed graduates; they pointed out that family concerns and no job opportunities are the reasons for unemployment. Moreover, the results ascertained that 61.4% of the employed graduates hold a regular or permanent position. The study further revealed that 69.2% of the employed graduates earn a monthly income greater or equal to 10,000 but less than 30,000. Additionally, 19.7% of the employed graduates were promoted. Overall, the present study revealed that most of the teacher education graduates of Guimaras State College are employed, indicating they were competent and knowledgeable.

**Keywords:** College of Teacher Education, employment status, promotion, knowledge, skills

### **INTRODUCTION**

In a globally competitive world, there is increasing pressure for fresh graduates to land jobs which, ironically, are increasing at a different pace with the growth in the population of young people seeking work that provides security and tenure. In order to increase the employment status of graduates, the skills of individuals are important to produce quality results in the organization. Greatbach and Lewis (2007) said that general employability skills are important because the labor market is extremely competitive. Organizations in private, public, and the third sector are looking for flexible people to take the initiative and have the ability to undertake a variety of tasks in different environments. Employability skills are not as narrowly prescribed and defined as in the past, and generally, they are more 'service-oriented,' making information and social skills increasingly important (Mustapha, Abubakar, & Kano, 2021).

In 2017, according to the Philippine Statistics Authority, the annual unemployment rate was 5.7 percent, and others became part of underemployed employees, with 16.1 percent having jobs unrelated to the courses they had taken in college in other neighboring countries. A lower passing percentage of not more than 50% in the Licensure Examination is an indicator or reason for this (Philippine Statistics Authority, 2018).

According to the Philippine Employment Rate from 1994 to 2018, the employment rate dropped, reaching an all-time high of 13.90 percent in the first quarter of 2000 and a record low of 4.70 percent in the fourth quarter of 2016 to 5.5 percent in the June 2018. The number of unemployed persons went down by 83 thousand to 2.36 million while the number of employed increased by 625 thousand to 40.9 million. Meanwhile, the labor force participation rate declined to 60.9 percent from 61.4 percent. Among employed persons, workers in the services sector made up 56.4 percent of the total, followed by those in the agriculture sector (23.9 percent) and industry (19.7 percent) (Bersales, 2018).

Republic Act No. 9138 (2001) was created to convert Guimaras Polytechnic College (GPC) to Guimaras State College (GSC), which served as the cornerstone of the institution to perform the mandated functions such as instruction, research, extension, and production. Even before the college transition, the Teacher Education program has already produced teacher education graduates. Knowing the graduates' employment predicament is very important for planners and administrators of the school so that they will have the basis for pursuing plans to improve the college's services to the community it is serving. Therefore, the researchers would like to conduct this study in order to trace the employment status of GSC Teacher education graduates. This information will be valuable as a foundation for the enhancement of

curriculum and programs, most especially in terms of employability of the Teacher Education graduates so that they will become excellent and productive members of society. Specifically, this study aims to: determine the profile of the graduates in terms of sex, course, and highest educational attainment; identify the knowledge and skills of the graduates acquired from course/degree program; determine the employment data of the graduates in terms of whether employed/unemployed, reason/s of being unemployed, present occupation, employment status and monthly salary, and identify how many of the graduates are promoted after graduating the degree.

This study is anchored on Adams' Equity Theory, which calls for a fair balance to be struck between an employee's inputs (hard work, skill level, tolerance, enthusiasm, and etcetera) and an employee's outputs (salary, benefits, intangibles such as recognition and etcetera). According to the theory, finding this fair balance serves to ensure a strong and productive relationship is achieved with the employee, with the overall result being contented, motivated employees. Adams' Equity Theory acknowledges that subtle and variable factors affect an employee's assessment and perception of their relationship with their work and their employer.

It is also anchored on Attribution theory which seeks to explain how individuals and teams evaluate their levels of success and failure. It also seeks to show how the reasons given by an individual or team for their success or failure may affect future motivation in similar situations.

## METHODOLOGY

The descriptive method of research was used in this study. The study's respondents were 366 Bachelor of Elementary Education and Bachelor of Secondary Education Graduates of Guimaras State College from Academic Year 2013-2018. The list of the respondents was taken from the records of the Registrar's Office. A modified CHED Standardized Graduate Tracer Study Descriptive Questionnaire was used as a research instrument. The questionnaire for graduates from the farthest barangay of the province was distributed first for easy time management during the actual study. Social media was also used for those who cannot be reached personally by using Facebook, Twitter, email address, Skype, and others. The data were collected, sorted, tabulated, and analyzed using Statistical Package for the Social Sciences (SPSS). The data gathered were analyzed by getting the frequency and percentage.

## RESULTS AND DISCUSSION

Profile of the Respondents. Table 1 shows the respondents' profiles regarding sex, course, and educational attainment. In terms of sex, the Education Program was significantly dominated by females, which covered 88.3% or 323 of the entire sample group, while there were only 11.7% or 43 male respondents. When classified according to their courses taken, it was revealed that 191 respondents, or 52.2% took Bachelor in Elementary Education. On the other hand, 47.8% or 175 respondents took Bachelor in Secondary Education. With respect to their highest educational attainment, the results showed that 52.5% or 192 have baccalaureate degrees; 37.2% or 136 have attained additional units in their Master's degree; 6.3% or 23 obtained Master's degree; while 4.1% or 15 respondents obtained additional doctorate units.

Table 1. Profile of the Respondents

Category	F	%
Sex		
Male	43	11.7
Female	323	88.3
Course		
BEEd	191	52.2
BSEd	175	47.8
Educational Attainment		
Baccalaureate	192	52.5
Baccalaureate with Master's Units	136	37.2
Masters	23	6.3
Master's with Doctorate Units	15	4.1
Doctorate	0	0
Entire Group	366	100

## Knowledge and Skills Acquired by the Respondents from the Education Degree Program

Table 2 shows the knowledge and skills acquired by the respondents from the education degree program. Results revealed that communication skills (328 or 89.6%) were the most acquired skills of the education graduates from the education program. Followed by exposure to general knowledge and current issues (304 or 83.1%); creative and critical thinking skills (273 or 74.6%); IT skills (228 or 62.3%); and human relation skills (217 or 59.3%). However, the least acquired skills were analytical skills (204 or 55.7%); problem-solving skills (172 or 47%), and entrepreneurial skills (52 or 14.2%).

Despite the disparity in the numbers of males and females, the ranking of the knowledge and skills acquired from the degree program with respect to sex was almost identical. Communication skill is consistently the top skill acquired by males and females with 100% or 43 and 88.2% or 328 respectively, while entrepreneurial skill was the skill least acquired by males (20.9% or 9 respondents) and females (13.3% or 52).

In terms of courses taken, the knowledge and skills acquired by the BEED were exposure to general knowledge and current issues (89% or 170), communication skills (85.3% or 163), creative and critical thinking skills (77% or 147), IT skills (63.4% or 121), human relations skills (62.3% or 119), analytical skills (61.8% or 118), problem-solving skills (53.9% or 103), and entrepreneurial skills (19.9% or 38). On the other hand, BSED acquired communication skills (94.3% or 165), exposure to general knowledge and current issues (76.6% or 134), creative and critical thinking skills (72% or 126), IT skills (61.1% or 107), human relations skills (56% or 98), analytical skills (49.1% or 86), problem-solving skills (39.4% or 69) and entrepreneurial skills (8% or 14).

In terms of highest educational attainment, it showed that communication skill (92.7% or 178) is the top knowledge and skills acquired by the respondents in any educational degree acquired except those who attained Master's degree with additional doctorate units. In contrast, entrepreneurial skill (15.1% or 29) was ranked last regardless of the respondent's educational attainment.

Variables	Exposure to General Knowledge and Current Issues		Creative and Critical Thinking Skills		Analytical Skills		Communication Skills		IT Skills		Human Relations Skills		Entrepreneurial Skills		Problem Solving Skills	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Sex																
Male																
Female																
Course																
BEED																
BSED																
Educational Attainment																
Baccalaureate																
Baccalaureate with																
Master's Units																
Masters																
Master's with Doctorate																
Units																
Entire Group																

Table 3 presents the employment status of the respondents when taken as an entire group in terms of sex, course, and educational attainment. The results revealed that 93.4%, or 342 respondents, are employed, 5.7% or 21 respondents are unemployed, and the remaining 0.8% or 3 respondents are never employed. When they are grouped according to sex, it was found out that 97.7% or 42 male respondents are employed and 2.3% or 1 respondent is unemployed. On the other hand, 92.9% or 300 of the female respondents are employed, 6.2% or 20 respondents are unemployed, and 0.9% or 3 of the respondents are never employed. In terms of the course taken, 95.8% or 183 of the respondents who took BEED are employed, 3.7% or 7 respondents are unemployed, and 0.5% or 1 respondent is never employed. While 90.9% or 159 respondents who took BSED are employed, 8% or 14 were unemployed, and 1.1% or 2 were never employed. Further, it was found out that 87.5% or 168 of the respondents who attained baccalaureate degrees are employed, 10.9% or 21 are unemployed, and 1.6% or 3 are never employed. Clearly, all respondents with educational attainment higher than a baccalaureate degree are employed. As shown in Table 3, 136 respondents who attained baccalaureate degrees with additional masters units, 23 respondents with master's degree and 15 respondents with master's degree and additional doctorate units are employed.

**Table 3. Employment status of the respondents**

Variables	Employed		Unemployed		Never Employed	
	f	%	f	%	f	%
Sex						
Male	42	97.7	1	2.3	0	0
Female	300	92.9	20	6.2	3	0.9
Course						
BEEEd	183	95.8	7	3.7	1	0.5
BSEEd	159	90.9	14	8	2	1.1
Educational Attainment						
Baccalaureate	168	87.5	21	10.9	3	1.6
Baccalaureate with Master's Units	136	100	0	0	0	0
Masters	23	100				
Master's with Doctorate Units	15	100				
Entire Group	342	93.4	21	5.7	3	0.8

From the results shown in Table 3, it was found that 21 respondents are unemployed, and three are never employed. This tracer study also obtained the reasons for their unemployment, as seen in Table 4.

In terms of the reason for their unemployment, there were two prevailing reasons for the respondent's unemployment: family concern (33.3% or 8) and no job opportunity (66.7% or 16). In terms of sex, 1 (100%) of the male respondent stated that the reason for their unemployment is no job opportunity. While 65.2% or 15 females said, there were no job opportunities, 34.8% or 8 of them pointed out family concerns as the reasons for their unemployment. When categorized according to their course, the reason for unemployment of 87.5% or 7 respondents who took BEEEd had no job opportunity, and 12.5% or 1 of them stated family concern. On the other hand, respondents who took BSEEd specified no job opportunities (56.25% or 9) and family concerns (43.75% or 7). In terms of educational attainment, unemployment was only recorded under baccalaureate degrees. The results in Table 5 revealed that no job opportunities (66.67% or 16 respondents) and family concerns (33.33% or 8 respondents) were the reasons for unemployment.

**Table 4. Reason of Unemployment of the Respondents**

Variables	Family Concern		No Job Opportunity	
	f	%	f	%
Sex				
Male	0	0	1	100
Female	8	34.8	15	65.2
Course				
BEEEd	1	12.5	7	87.5
BSEEd	7	43.75	9	56.25
Educational Attainment				
Baccalaureate	8	33.33	16	66.67
Entire Group	8	33.33	16	66.67

The results in Table 3 showed that 342 respondents are employed. The study further identified the present employment status of the respondents. As shown in Table 5, the employment status of the respondents when they were classified as an entire group or classified as to sex, course taken, and educational attainment. The results revealed that 61.4% or 210 out of the 342 respondents are regular or permanent, 2.9% or 10 are temporary, 8.5% or 29 are casual, 21.1% or 72 are contractual and 6.1% or 21 are self-employed. When they were classified according to sex, the results revealed that 71.4% or 30 of the male respondents are regular or permanent, 9.5% or 4 are casual, 14.3% or 6 are contractual and 4.8% or 2 are self-employed. While, 60% or 180 of the female respondents are regular or permanent, 3.3% or 10 are temporary, 8.3% or 25 are casual, 22% or 66 are contractual and 6.3% or 19 are self-employed. Table 6 further revealed the present employment status of the respondents when they are grouped according to the course taken. The present employment status of the respondents who took BEEEd are regular or permanent (66.7% or 122), temporary (2.7% or 5), casual (7.7% or 14), contractual (18.6% or 34) and self-employed (4.4% or 8). On the other hand, the present employment status of the respondents who took BSEEd are regular or permanent (55.3% or 88), temporary (3.1% or 5), or Casual (9.4% or 15), contractual (23.9% or 38) and self-employed (8.2% or 13).

In terms of educational attainment, the present employment status of the respondents who attained a baccalaureate degree are regular or permanent (36.3% or 61), temporary (5.4% or 9), casual (10.7% or 18), contractual (38.1% or 64) and (9.5% or 16). While, 86% or 117 of the respondents who gained baccalaureate degree with masters units are regular or permanent, 8.1% or 11 are casual, 2.9% or 4 are contractual, and the remaining 2.9% or 4 are self-employed. Table 7 further revealed that all 23 respondents with masters degree are regular or permanent. On the other hand, 60% or 9 of the respondents who obtained masters degree with additional doctorate units are regular or permanent, 6.7% or 1 is temporary, 26.7 or 4 are contractual and 6.7 or 1 is self-employed.

Table 5. Employment Status of the Respondents

Variables	Regular or Permanent		Temporary		Casual		Contractual		Self-Employed	
	f	%	f	%	f	%	f	%	f	%
Sex										
Male	30	71.4	0	0	4	9.5	6	14.3	2	4.8
Female	180	60	10	3.3	25	8.3	66	22	19	6.3
Course										
BEED	122	66.7	5	2.7	14	7.7	34	18.6	8	4.4
BSED	88	55.3	5	3.1	15	9.4	38	23.9	13	8.2
Educational Attainment										
Baccalaureate	61	36.3	9	5.4	18	10.7	64	38.1	16	9.5
Baccalaureate with Master's Units	117	86	0	0	11	8.1	4	2.9	4	2.9
Masters	23	100	0	0	0	0	0	0	0	0
Master's with Doctorate Units	9	60	1	6.7	0	0	4	26.7	1	6.7
Entire Group	210	61.4	10	2.9	29	8.5	72	21.1	21	6.1

Table 6 presents the present occupation of the respondents when taken as a whole or grouped according to sex and course taken. Generally, the present occupations of the respondents are dominantly related to education (77.5% or 265). While, the present occupations of the remaining respondents are officials of government (7.1% or 24), technicians and associate professionals (5% or 17), clerks (1.2% or 4), service workers or sales workers (7.3% or 25) and farmers, forestry workers and fisherman (2% or 7). When grouped according to sex, the present occupations of the male respondents are officials of the government (4.7% or 2), education (72.1% or 31), technicians and associate professionals (9.3% or 4), service workers or sales workers (9.3% or 4) and farmers, forestry worker or fisherman (2.3% or 1). On the other hand, the female respondents are presently employed as official of government (7.3% or 22), education (78% or 234), technicians and associate professionals (4.3% or 13), clerks (1.3% or 4), service workers and sales workers (7% or 21) and farmers, forestry workers or fisherman (2% or 6). In terms of the course taken, the present occupation of the respondents who took BEED are officials of government (7.7% or 14), education (79.8% or 146), technicians and associate professionals (4.4% or 8), clerks (1.1% or 2), service workers and sales workers (6% or 11) and farmers, forestry workers or fisherman (1.1% or 2). While, respondents who took BSED are presently employed as officials of government (6.2% or 10), education (74.8% or 119), technicians and associate professionals (5.7% or 9), clerks (1.3% or 2), service workers or sales workers (8.8% or 14), and farmers, forestry workers or fisherman (3.1% or 5).

Moreover, the respondents who obtained baccalaureate degree are officials of government (63.7% or 107), education (63.7% or 107), technicians and associate professionals (8.9% or 15), clerks (1.8% or 3), service workers and sales workers (11.3% or 19), and farmers, forestry workers and fisherman (3% or 5). On the other hand, respondents who gained baccalaureate degree with masters units are officials of government (3.7% or 5), education (88.2% or 120), technicians and associate professionals (1.5% or 1), clerks (0.7% or 1), service workers and sales workers (4.4% or 6), and farmers, forestry workers and fisherman (1.5% or 2). The results in Table 9 also showed that the present occupation of all 23 respondents who gained Master's degree are related to education. Furthermore, the present occupation of the remaining 15 respondents who attained Master's degree with doctorate units are connected to education.

Table 6. Occupation of the Respondents

Variables	Officials of Government		Education		Technicians and Assoc Prof.		Clerks		Service Workers and Sales Workers		Farmers, Forestry Workers, Fisherman	
	f	%	f	%	F	%	f	%	f	%	f	%
Sex												
Male	2	4.7	31	72.1	4	9.3	0	0	4	9.3	1	2.3
Female	22	7.3	234	78	13	4.3	4	1.3	21	7	6	2
Course												
BEEEd	14	7.7	146	79.8	8	4.4	2	1.1	11	6	2	1.1
BSEEd	10	6.2	119	74.8	9	5.7	2	1.3	14	8.8	5	3.1
Educational Attainment												
Baccalaureate	19	11.3	107	63.7	15	8.9	3	1.8	19	11.3	5	3
Baccalaureate with Master's Units	5	3.7	120	88.2	2	1.5	1	0.7	6	4.4	2	1.5
Masters	0	0	23	100	0	0	0	0	0	0	0	0
Master's with Doctorate Units	0	15	100	0	0	0	0	0	0	0	0	0
Entire Group	24	7.1	265	77.5	17	5	4	1.2	25	7.3	7	2

Table 7 presents the initial gross monthly income of the respondents when taken as an entire group or classified according to sex, course taken, and educational attainment. When grouped according to sex, majority of the males have monthly income of not less than 20,000 pesos and no more than 30,000 pesos. While most females respondents earn monthly income ranging from 10,000 to 20,000 pesos.

When grouped according to course, majority of the BEEEd graduates have monthly income of no more than 10,000 to 20,000 pesos. While those graduates of BSEEd have monthly income ranging from 10,000 to 20,000 and 20,000 to 30,000 pesos.

Moreover, when grouped according to educational attainment, majority of the respondents with baccalaureate degree have monthly income of no more than 20,000 and not less than 10,000 pesos. Forty-one and two percent of respondents who attained baccalaureate degree and with master's units have monthly income ranging from 20,000 to 30,000 pesos. Further, most of respondents who attained master's with doctorate units have monthly income of no more than 30,000 and not less than 20,000.

Table 7. Monthly Income of the respondents

Variables	Income < 5,000		5,000 ≤ income < 10,000		10,000 ≤ income < 20,000		20,000 ≤ income < 30,000		Income ≥ 30,000	
	F	%	f	%	f	%	f	%	f	%
Sex										
Male	4	9.3	5	11.6	16	37.2	18	41.9	0	0
Female	38	11.8	60	18.6	116	35.9	103	31.9	6	1.9
Course										
BEEEd	23	12	32	16.8	72	37.7	61	31.9	3	1.6
BSEEd	19	10.9	33	18.9	60	34.3	60	34.3	3	1.7
Educational Attainment										
Baccalaureate	28	14.6	55	28.6	63	32.8	43	22.4	3	.6
Baccalaureate with Master's Units	14	10.3	10	7.4	54	39.7	56	41.2	2	1.5
Masters	0	0	0	0	11	47.8	11	47.8	1	4.3
Master's with Doctorate Units	0	0	0	0	4	26.7	11	73.3	0	0
Entire Group	42	11.5	65	17.8	132	36.1	121	33.1	6	1.6

Table 8 shows the promotion data of the respondents taken as an entire group or grouped according to sex, course taken, and educational attainment. The results revealed that the majority of the male respondents were never promoted. When grouped according to course and educational attainment, the majority take up BEEd and attain a baccalaureate degree.

**Table 8. Promotion data of the respondents**

Variables	Promoted		Never Promoted	
	f	%	f	%
Sex				
Male	9	20.9	34	79.1
Female	63	19.5	260	81.5
Course				
BEEd	39	20.4	152	79.6
BSEd	33	18.9	142	81.1
Educational Attainment				
Baccalaureate	39	20.3	153	79.7
Baccalaureate	28	20.6	108	79.4
Entire Group	72	19.7	294	80.3

## CONCLUSIONS

Majority of the respondents were female. Most of them were Bachelor of Elementary Education graduates. Most of the respondents were not master's degree graduates. Majority of the baccalaureate degree graduates were employed with permanent status. The top two knowledge and skills acquired by the graduates from the degree program were communication skills and exposure to general knowledge and current issues. One out of five graduates with Master's degree was promoted. The College of Teacher Education should encourage graduates to finish their post-baccalaureate degrees for promotion. The administration may tap linkages to bring possible employment opportunities for the Teacher Education graduates. The College of Teacher Education should conduct continuous tracer studies to capture the career development of graduates as they continue graduate studies after graduation.

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