

Employability of Education Graduates of Cavite State University Naic

Ligaya P. Antiojo, PhD

Associate Professor V, Teacher Education Department, Cavite State University Naic, Bucana, Naic, Cavite Philippines

Abstract: - In response to the challenge to produce quality graduates for better employment, this study regarding the employability of education graduates from 2013-2016 was conducted. The descriptive method of research was employed. Data were gathered through interview of former education graduates, use of technologies such as e-mail, messenger, FB and the likes to come up with attribute data presented in terms of frequency counts and percentage. T-test was used to analyse the significant difference in the employment of graduates between the public and private schools. Complete enumeration of education graduates, both in the secondary and elementary levels, was done. The study revealed that 86.1% of the BSEd graduates and 83.3% of the BEEd graduates were employed in teaching-related careers; there are more graduates employed in public schools than those employed in private schools for both BSEd and BEEd; however, these variations do not differ significantly for both BSEd and BEEd graduates, Almost all of the education graduates were employed in schools in the different municipalities of Cavite, a great percentage of which were located in Naic and other adjacent towns, and three of the graduates were recorded to be employed abroad. It is recommended that the pre-service teachers be deployed in both public and private schools during their student teaching in order to give them the opportunity for immersion in both environments.

Keywords: - Employability, Education Graduates, Bachelor of Secondary Education, Bachelor of Elementary Education, CvSU Naic

I. Introduction:

“Teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress” (The Philippine Professional Standards for Teachers, 2017). This is in line with the Department of Education (DepEd) vision of producing: “Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation” (DepED Order No. 36, s. 2013).

The Teacher Education Program plays a vital part in the society due to the significant functions assigned to teachers in developing a literate social order. In the Philippines, the preparation of pre-service

elementary and secondary teachers is assigned to Higher Education Institutions (HEI’s).

Cavite State University Naic is one of the HEI’s in Cavite offering Teacher Education Program and one of its major concern is to produce quality graduates. In order to prove this endeavour, it is imperative to follow-up the employment status of graduates in order for the campus to capitalize on its strengths and at the same time identify measures on how to further improve the education and training it offers to the pre-service teachers. It is through education and proper training that one may get a decent job after graduation.

Employability refers to the capacity to gain initial employment, maintain employment and obtain employment if required (Hillage & Pollard, 1998 as cited by Tran, 2016). The employability of graduates from an institution is very important

concern of HEI's. Evidences indicate a growing apprehension to evaluate the performance of graduates, the relevance of the curriculum offered, and the satisfaction of alumni with their academic preparations through tracer studies of graduates.

This preliminary study is an attempt to locate the present employment of education graduates, Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEd), of Cavite State University Naic from 2013-2016, as a pre-requisite to a subsequent intensive Tracer Study of Graduates. The findings of the study will serve as baseline data for future researchers in the field and serve as a framework for future policies to strengthen instructions in education courses of the campus for better employment of graduates; hence this research.

A. Objectives of the Study

This study primarily aimed to present the employment of education graduates of Cavite State University Naic after they obtained their degree, from 2013 to 2016. Specifically, the study aimed to:

1. determine the percentage employment of education graduates from 2013-2016 in teaching-related careers;
2. compare the data of employment in public and private schools for both BSEd and BEd graduates;
3. determine the significant difference in the employability of education graduates in public and private schools;
4. ascertain the location of employment of education graduates; and
5. draw implications and recommendations from the data gathered.

II. Theoretical And Conceptual Framework

Several Studies and Literature were reviewed to back up this study.

A. Review of Related Literature and Studies

One of the immediate concerns of policymakers in Higher Education Institutions (HEI's) is the employability of their graduates in the cutting-edge economies. Problems regarding the employability of

graduates were given renewed focus in the current climate of the labor market. Educators continue to emphasize the importance of employability competencies' in order for graduates to be fully prepared in meeting the tasks of an increasingly flexible labor market.

A number of studies regarding the employability of education graduates in the country proved the importance of this particular concern among educators and policymakers. A study regarding the employability of teacher education graduates of an Asian public university was undertaken by Boholano in 2012. The study exposed that among the education graduates with English, Math and Science specialization, Science majors are highly employable while Mathematics majors were also teaching Computer Education and Economics subjects. Moreover, many Mathematics major graduates pursue postgraduate studies for professional and academic growth, concentrating either in research or advanced courses in Mathematics. Furthermore, the study revealed that challenging/interesting work, high salary, and professional growth are the three top priorities in the workplace for graduates were looking for.

Aquino, Punongbayan, Macalaguim, Bauyon, Rodriguez, and Quizon (2015) conducted the Teacher Education Graduate Tracer Study from 2010 to 2014 in one State University in Batangas. The results divulged that majority of the graduates are passers of Licensure Examination for Teachers (LET), and are employed in public schools relevant to their degree. Their present employment was also their first job, it took them only a moderate period of time to land a job and most of them stay in their profession for economic reasons. The graduates asserted that communication skills and human relation skills acquired during their pre-service education were very relevant to their jobs.

Valenzuela et al (2012) asserted that graduate employability is a function of a range of individual characteristics. Employability attributes include significant manageable skills such as adaptability, intellectual skills, teamwork and basic interpersonal skills and their usefulness to the graduates in their

jobs. The employed respondents emphasized the importance of educational qualifications and job-specific skills to be successful in their jobs. Both unemployed and employed graduates have expressed their desire to get jobs that are related to their chosen fields. Job-seeking strategies such as the use of the internet, walk-in interviews and attendance at job fairs demonstrate the respondents' use of both formal and informal search methods. It was also noted that the unemployed graduates gave a greater weight to starting salary when choosing a job. This supports a suggestion that wage flexibility may be important to an individuals' employability.

The findings of Galila-Infante, Junco, and Marquez (2014) regarding the Employment Status of the Graduates of Guimaras State College, Philippines revealed that majority of the graduates were employed on a contractual basis with a monthly salary of P5, 000.00 to less than P10, 000.00. Those who were not employed prioritized their family responsibility. It was noted in the study that the Filipino families value education as means to finding better employment opportunities.

The study of Labaria (2016) explored the Job Satisfaction and Employability of Education

Graduates of Western Philippines University Quezon Campus. It was revealed that the respondents are satisfied with their job, they found it challenging and motivates them to do their best and the chance to grow professionally in their present job was described as very high. Correspondingly, they found contentment in teaching coupled with a feeling of belongingness in their present work. Hence, education graduates have unlimited chances in the professional world both in the government and private educational institutions.

In addition to these studies mentioned, the employability of graduates is one of the outcome indicators under curriculum and instruction parameter of the new Outcomes-Based Quality Assurance (OBQA) instrument for evaluation of the Accrediting Agency of the Chartered Colleges and Universities in the Philippines (AACUP). In the light of the aforementioned studies and the requirements of accrediting body evaluating Teacher Education programs in the country, it is imperative to study and locate the employment of graduates of Cavite State University Naic in order to initiate some improvement in its program offerings and establish a baseline data for further researches of the same undertaking.

A. Conceptual Framework:

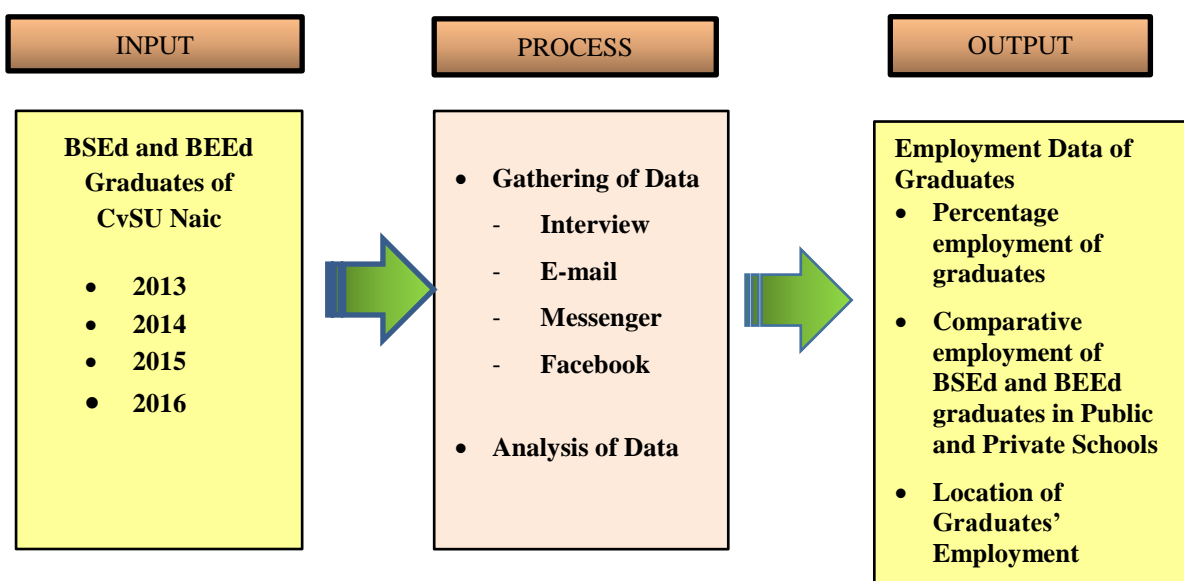


Figure 1: The conceptual paradigm of the study

The conceptual paradigm depicts the IPO approach, where the Input variables comprise of the BSEd and

BEEd graduates for four years, 2013-2016; the Process involves the gathering and analysis of data;

while the Output variable involve of the percentage employment of graduates, comparative employment in public and private schools and location of employment of graduates.

B. Methodology:

The study utilized the descriptive method of research. Data regarding employment of graduates were taken through interview of former education graduates, use of technologies such as e mail, messenger, FB and the likes to come up with attribute data presented in terms of frequency counts and percentage. T test was used to analyse the significant difference in the employment of graduates between the public schools and private schools. Complete enumeration of education

graduates, both in the secondary and elementary levels, was done.

The following hypotheses were tested in this investigation: 1) there is no significant difference in the employment of BSEd graduates in public and private schools; 2) there is no significant difference in the employment of BEEd graduates in public and private schools.

III. Results and discussion:

A. Education Graduates per Year and Percentage Employment

The number of education graduates and their employment in teaching-related careers, for the period under study, were presented in Tables 1 and 2 respectively.

Table 1: Number of Education Graduates per Year

Year	Bachelor of Secondary Education (BSEd)			Bachelor of Elementary Education (BEEd)			Grand Total
	Males	Females	Total	Males	Females	Total	
2013	4	22	26	1	17	18	44
2014	6	14	20	0	6	6	26
2015	6	10	16	1	6	7	23
2016	2	15	17	4	13	17	34
Total	18	61	79	6	42	48	127

A greater number of graduates were noted for Bachelor of Secondary Education (BSEd) comprising 62.2% (79/127) of the total number of graduates as compared to 37.8% (48/127) Bachelor of Elementary Education (BEEd). This might be accounted to the fact that there is a greater job opportunity for BSEd graduates who can teach both in the secondary and elementary levels as compared

to the BEEd graduates whose employment is limited to elementary levels only.

It is also worth noting that females dominated the number of graduates, 81.1%, both for BSEd and BEEd. This finding is supported by the study of Gines (2014) stating that teaching profession is more attractive to females than males.

Table 2: Number of Education Graduates Employed as Teachers

Year	Bachelor of Secondary Education (BSEd)			Bachelor of Elementary Education (BEEd)			Grand Total
	Males	Females	Total	Males	Females	Total	
2013	4	19	23	1	15	16	39
2014	5	11	16	0	6	6	22
2015	5	9	14	1	4	5	19
2016	2	13	15	2	11	13	28
Total	16	52	68	4	36	40	108
% Employed	(16/79) 20.3%	(52/79) 65.8%	(68/79) 86.1%	(4/48) 8.3%	(36/48) 75.0%	(40/48) 83.3%	(108/127) 85.0%

Among the 79 graduates of BSEd, 68 or 86.1% were employed as teachers. As for the BEEd, 40 out of 48 or 83.3% were employed. The data accounts for 85% employment of the total education graduates from, 2013 to 2016, in teaching-related careers. It is obvious that a great number of graduates were already employed in teaching at the time of the study.

B. Comparative Employment of Graduates in Public and Private Schools

The number of BSEd and BEEd graduates employed in public and private schools were depicted in Tables 3 and 4 respectively.

Table 3: Number of Education Graduates Employed in Public Schools

Year	Bachelor of Secondary Education (BSEd)			Bachelor of Elementary Education (BEEd)			Grand Total
	Males	Females	Total	Males	Females	Total	
2013	1	14	15	1	15	16	31
2014	3	7	10	0	5	5	15
2015	3	4	7	1	3	4	11
2016	1	2	3	1	1	2	5
Total	8	27	35	3	24	27	62
% Employment	<i>(8/68)</i> 11.8%	<i>(27/68)</i> 39.7%	<i>(35/68)</i> 51.5%	<i>(3/40)</i> 7.5%	<i>(24/40)</i> 60.0%	<i>(27/40)</i> 67.5%	<i>(62/107)</i> 57.9%

The tabulation above exposed that 35 BSEd graduates were employed in public schools accounting for 51.5% (35/68) of the total employment. On the other hand, 27 BEEd graduates were employed in public schools, accounting for

67.5% (27/40) of the total employment. It is evident that, in terms of percentage, there are more BEEd graduates employed in public schools than BSEd graduates.

Table 4: Number of Education Graduates Employed in Private Schools

Year	Bachelor of Secondary Education (BSEd)			Bachelor of Elementary Education (BEEd)			Grand Total
	Males	Females	Total	Males	Females	Total	
2013	3	5	8	0	0	0	8
2014	2	4	6	0	1	1	7
2015	2	5	7	0	1	1	8
2016	1	11	12	1	10	11	23
Total	8	25	33	1	12	13	46
% Employment	<i>(8/68)</i> 11.8%	<i>(25/68)</i> 36.8%	<i>(33/68)</i> 48.5%	<i>(1/40)</i> 2.5%	<i>(12/40)</i> 30.0%	<i>(13/40)</i> 32.5%	<i>(46/107)</i> 43.0%

Table 4 above vividly presents that 33 BSEd graduates were employed in private schools representing for 48.5% (33/68) of the total

employment of the secondary teacher education graduates. On the other hand, 13 BEEd graduates were employed in private schools, accounting for

32.5% (13/40) of the total employment of elementary teacher education graduates. It is apparent that there are more BSEd graduates employed in private schools than BSEd graduates.

It is interesting to note that three of the graduates were successfully practicing their teaching profession abroad, two (1 male, 1 female) of the BSEd graduates in 2013 were teaching in Al Rawabi school in Bahrain, UAE, one as an English teacher in Al Madj International School in

Dammam, KSA, while one of the BEEd graduates in 2016 is practicing Home-Based Tutoring in Macau, China.

C. Significant Difference in the Employment of Graduates Between the Public and Private Schools

T-test for equality of means was conducted to compare the employability of graduates in public and private schools. The results were presented in Tables 5 and 6.

Table 5: T-test and Descriptive Statistics for Employability of BSEd Graduates in Public and Private Schools

Employability of BSEd Graduates	Schools						95% CI for Mean Difference	t	p	df
	Public			Private						
	M	SD	n	M	SD	n				
	8.75	5.06	4	8.25	2.63	4	-6.47, 7.47	0.1754	0.8665	6

* p < .05

The t-test confirms that there is no significant difference in the number of employed BSEd graduates in public schools (M=8.75; SD=5.06) and private schools (M=8.25; SD=2.63), t (6) = 0.1754, p = 0.8665. The 95% CI for this difference shows that on the average, the employment of graduates in public school does not differ with their employment in private schools; hence, the null hypothesis stating that there is no significant difference in the employability of BSEd graduates between the public and private schools is accepted.

It can be mentioned that the compensation/ salary offered in public schools is better than those offered

in private schools, however, the Department of Education (DepEd) requires applicants for teaching positions to earn an overall score of seventy (70) points and above, based on the criteria set for hiring teacher applicants (DepEd Order No. 7 s. 2015). In view of this policy, most of the new graduates decided to apply in private schools to earn the necessary experience, nevertheless, some of them find satisfaction in their private school employment and chose to stay there though they met the required entry requirement in public schools.

Table 6: T-test and Descriptive Statistics for Employability of BEEd Graduates in Public and Private Schools

Employability of BEEd Graduates	Schools						95% CI for Mean Difference	t	p	df
	Public			Private						
	M	SD	n	M	SD	n				
	6.75	6.29	4	3.25	5.19	4	-6.48,13.48	0.8584	0.4256	6

* p < .05

Analysis of t-test indicates that there is no significant difference in the number of employed

BSEd graduates in public schools (M=6.75; SD=6.29) and private schools (M=3.25; SD=5.19), t

(6) = 0.858 p =0.4256. The 95% CI for this difference shows that on the average, the employment of graduates in public school does not differ significantly with their employment in private schools; hence, the null hypothesis stating that there is no significant difference in the employability of BEd graduates between the public and private schools is accepted.

This can be attributed to the fact that most of the fresh graduates of BEd chose to start their career in private schools in order to earn the necessary entry points to employment in public schools as required by DepEd Order No. 7, s. 2015 mentioned

above. There were also some graduates who chose to stay in private schools when they find job fulfilment in their employment.

D. Location of Employment of BSEd Graduates

The location of employment of BSEd graduates was presented in Figure 2 below.

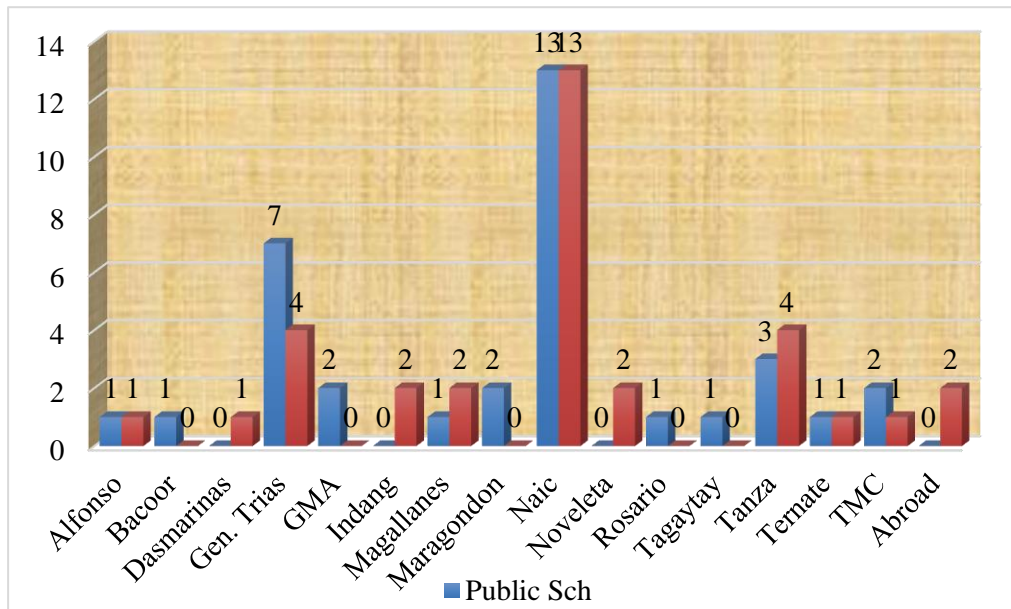


Figure 2. Location of employment of BSEd graduates

It was vividly shown by the graph that almost all of the graduates were employed with in Cavite, except for the two employed abroad. The employment was concentrated in Naic, followed by Gen. Trias and Tanza. When interviewed, the main consideration of graduates in choosing their employment is proximity to their place of residence. Since most of the graduates of the campus were from Naic, most of them chose to be employed in public and private schools in Naic.

Some of the graduates were employed in a lesser number in other nearby towns of Magallanes, Trece Martirez City, Alfonso, GMA, Indang, Maragondon, Noveleta, Ternate, Bacoor, Dasmariñas, Rosario and Tagaytay.

E. Location of Employment of BEEd Graduates

The location of schools where BEEd graduates are working was presented in Figure 3 below.

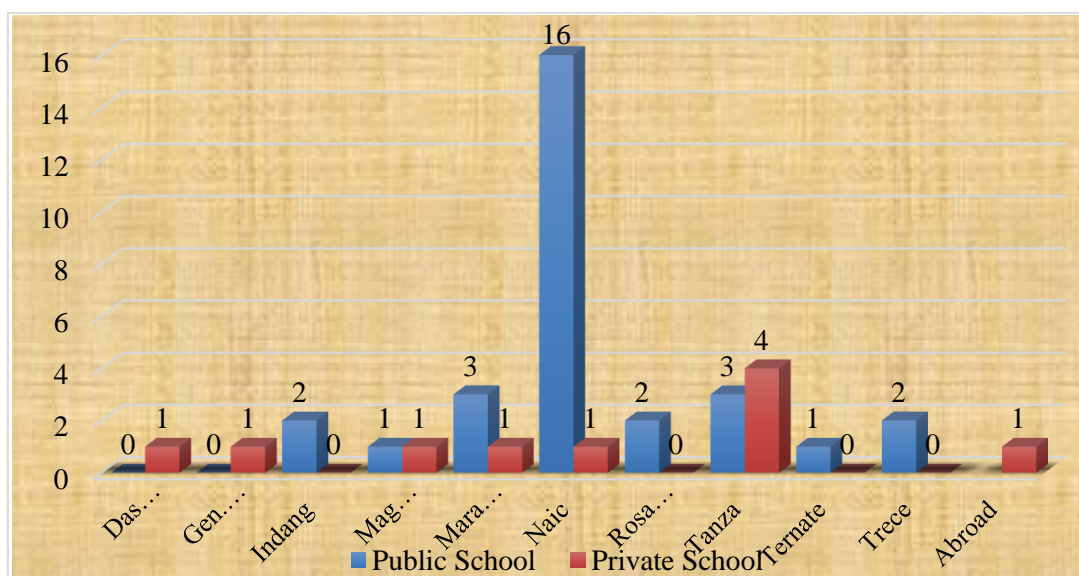


Figure 2. Location of employment of BEED graduates

It is interesting to note from the figure above that most of the graduates were employed in schools in Naic and most of them were in public schools. Next in its share of employed graduates is Tanza, followed by Maragondon. Once more, the immediacy to the place of residence were given consideration, Tanza and Maragondon were both adjacent to Naic. BEED graduates, in lesser number, were distributed in both public and private schools in the different municipalities of Cavite such as Indang, Magallanes, Tanza, Trece Martires City, Dasmarinas, Gen. Trias, Ternate and one of the graduates is abroad doing home-based tutoring.

III. Conclusions And Recommendations:

In the light of the foregoing results, the following conclusions were drawn:

1. 86% (68/79) of the BSEd graduates and 83% (40/48) of the BEED graduates were employed in teaching-related careers;
2. In terms of number of employed graduates, there are more graduates employed in public schools than those employed in private schools for both BSEd and BEED;
3. There is no significant difference in the employability of education graduates between the public and private schools for both BSEd and BEED; and

4. Most of the education graduates were employed with in the province of Cavite, a great percentage was located in Naic and other adjacent municipalities, and three of the graduates were noted to be employed abroad.

Based on the results of the study, the following recommendations are hereby suggested by the researcher:

1. Since most of the graduates are being hired in private schools especially during their initial employment, and some of them even chose to remain in private schools for quite some times, the university should review its policy of deploying student teachers. Pre-service teachers should likewise be exposed to the environment of private schools, not in public schools only as commonly practiced; hence, it is highly recommended that the practice teaching of pre-service teachers be divided between public and private schools.
2. It is likewise recommended for the campus to widen its scope of Career Guidance during the last quarter of the school year. Such enrolment campaign must be extended all around Cavite or even outside the province to attract more education enrolees.

3. A follow-up Tracer Study of Education Graduates should be undertaken by the Teacher Education Department (TED) of the campus, not only to satisfy one of the requirements of AACCUP evaluation, but more so, to present a deeper evaluation and empirical study of the curricular offerings of the campus.
6. DepEd Order No. 7 s. 2015, Hiring guidelines for teacher I positions effective school year (SY) 2015-2016. Retrieved from <http://www.deped.gov.ph/orders/do-7-s-2015>

Literature Cited

1. AACCUPP, Inc. (2015). The outcomes-based quality assurance. Retrieved from <http://www.aaccupqa.org.ph/index.php/search>
2. Aquino, A., Punongbayan, E., Macalaguim, L., Bauyon, S., Rodriguez, R., Quizon, G. (2015). Teacher education graduate tracer study from 2010 to 2014 in one state university in Batangas, Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 3 (5), 45-50. Retrieved from www.apjmr.com
3. Baking, E.G., Quiambao, D.T., Cruz, R.C., Buenviaje, L.M.B. Nicdao, R.C., & Nuqui, A.V. (2015). Employability and productivity of graduates: an exploratory analysis of program strengths and weaknesses. *Journal of Economic Research*, 1(1), 1-10. Retrieved from <http://manuscript.advancejournals.org/uploads/022ba167856333c99e7d16a9d6aca9e8e08062593ab8f6249c7b7f6d1b4036/Manuscript/331>
4. Boholano, H. (2012). Employability of teacher education graduates of an asian public university. *JPAIR Multidisciplinary Research*, 9(1),12.doi: <https://doi.org/10.7719/jpair.v9i1.12>
5. Department of Education-Teacher Education Council (2017). The Philippine Professional Standards for Teachers. Retrieved from <https://www.scribd.com/document/370466795/professional-standards-for-teachers-in-the-philippines-july2017>
7. DepEd Order No. 36 s. 2013, Department of education vision, mission and core values (DepEd VMV). Retrieved from <http://deped.gov.ph/orders/do-36-s-2013>
8. Galila-Infante, J., Junco, E. & Marquez M. (2014). Employment status of graduates of Guimaras State College, Philippines. *IAMURE International Journal of Multidisciplinary Research*, 11(1). Retrieved from <https://ejournals.ph/issue.php?id=249>
9. Gines, A. C. 2014. Tracer Study of PNU Graduates. *American International Journal of Contemporary Research*, Vol. 4 No. 3. Retrieved from http://www.aijcrnet.com/journals/Vol_4_No_3_March_2014/10.pdf
10. Labaria, J. (2016). Job Satisfaction and Employability of Education Graduates of Western Philippines University Quezon Campus. *International Conference on Research in Social Sciences, Humanities and Education (SSHE-2016) May 20-21, 2016 Cebu (Philippines)*
11. Tran, T. (2016). Enhancing graduate employability and the need for university-enterprise collaboration. *Journal of Teaching and Learning for Graduate Employability*, 7 (1), 58-71. Retrieved from <https://ojs.deakin.edu.au/index.php/jtlge/article/view/598>
12. Tomlinson, M. (2012). Graduate employability: a review of conceptual and empirical themes. *Higher Education Policy*, 25, 407-431. Retrieved from: <https://link.springer.com/article/10.1057/hep.2011.26>