

Employability of Bachelor of Elementary Education Graduates PSU-Alaminos City Campus from 2014 to 2016

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Abstract – Education is an essential tool in the economy. One of the main function of higher education is to prepare students to pursue a career in the country. This study was conducted to determine and trace the Bachelor of Elementary Education graduates major in Enhanced General Education of Pangasinan State University Alaminos City Campus from 2014 to 2016. The study used descriptive survey method employing questionnaire to collect data needed. With the help of social media like Facebook and messenger respondents employment, the factors securing their employment and their security of tenure is determined. A total of 179 graduates or 88.18% serves as the respondents of the study. Results showed that most of the BEED graduates of 2014 are now permanently employed in the public schools while other 2015 and 2016 alumni are still in the private schools, day care centers, and tutorial centers gaining experiences. Further others worked as police and fire officers for it is easier for them to get an employment in the government sector. While some are teaching abroad, call center agents, cashiers, clerk and sales agent with probationary, temporary and contractual status. It is therefore recommended that the government should provide more items in the public sector and end up its contractual statuses.

Keywords – Facebook, employability, tenure, graduates, messenger

INTRODUCTION

Education is an essential tool in the economy. The knowledge, skills attitude's and values of a persons that runs the economy simply affects the performance of a country. The primary goal of education is for the development and deepening one's understanding. The school is the place for the contemplation of reality [1]. The curriculum per program, teaching and evaluation processes to which students will be expected to acquire are being strengthen by every institutions. Various Higher Educational Institutions (HEI) nowadays, offer courses which potentially enable students to align their field of interest and circumstances. Moreover, this institutions provide the best on-the-job trainings to its clients which will eventually lead them to have the best training ground which help them for the future.

Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required [2]. The educational concept relating to the ability of graduates to tackle 'graduate' jobs is often determine prior to employability. Higher Educational Institutions help students through their courses to better align their interest and better equip them to adulthood. During their practice teaching, the HEI's, give their best to deploy students to the well

performing schools. Meanwhile, employers have a far greater role to play for they re-train people continuously. Most companies and educational institutions prepares them earlier by providing mentoring and seminars, building on the concept of the "competent employees".

In the study of Rateu (2010) he suggested that Higher Educational Institution should provide planned approached in communication with their graduates and that they should kept abreast with the changing world. Meanwhile, Ariyawansa (2008) stated that importance of quality assurance, literacy and technology and proficiency is a necessity in an institution.

OBJECTIVES OF THE STUDY

This study was conducted to determine and trace the Bachelor of Elementary Education Graduates major in Enhanced General Education graduates from 2014 to 2016 as to their a.)employment b.)factors securing employment c.) security of tenure and to determine other concerns that should be addressed by the College so that its graduate would be of greater service to the community.

METHODOLOGY

This research was conducted using social media, particularly the facebook and messenger. The researcher created a group for the BEED graduates of 2014, 2015 and 2016 respectively. A questionnaire designed by the researcher. This questions are forwarded to them and

they were asked to answer it in the group chat created by the researcher. Others who failed to join the group or left the group chat were personally forwarded messages and for those who have no social medial account phone call was done.

RESULTS AND DISCUSSION

Table 1. Total Respondent and Sex from 2014 to 2016

YEAR	TOTAL RESPONDENTS		MALE	Total	%
	Total Graduates	FEMALE			
2014	62	53	4	57	91.94%
2015	81	64	8	72	88.88%
2016	60	43	7	50	83.33%
Total	203	160	19	179	88.05%

Table 1 shows the total number of respondents who answered the survey using a social media like facebook and messenger. As glean on the table, majority of the respondents are female and that teacher education

program is really dominated by them. Also there are 57 or 91.94% answered the survey for 2014 graduates; 72 or 88.88% for year 2015 and 50 or 83.33% for year 2016.

Table 2. Socio Demographic Profile BEED Graduates from 2014 to 2016

YEAR	Total Respondents	Single	Married	With 1-2 Children	With 3-4 Children
2014	57	39	18	6	2
2015	72	68	4	2	0
2016	50	46	4	0	0

Result of the survey showed that most of the surveyed respondents are still single , while others have one to two children..

As shown on the table there were six (6) graduates with one (1) to two (2) children and only two (2) are with three (3) to four (4) children for 2014 graduates.

Table 3. Current Job of 2014 Bachelor of Elementary Education (BEED) Graduates

N= 57

CURRENT JOB	FREQUENCY	PERCENTAGE
Public School Teacher	32	56.14%
Private School Teacher	11	19.29%
Day Care School Teacher	6	10.53%
Alternative Learning School (ALS)Teacher	3	5.26%
Substitute Teacher	1	1.75%
Fire Officer	3	5.26%
Sales Agent	1	1.75%

Total = 57

100%

Table 3 shows the Current Job of the BEED 2014 graduates. As gleaned on the table there are 32 or 56.14 % of the respondents are now public school teachers. There are also 11 or 19.29 % who are still employed in

the private school while there are 6 or 10.53% are on the Day Care Centers. There are three (3) or 5.26% who works as fire officer and Alternative learning teacher.

Table 4. Current Job of 2015 Bachelor of Elementary Education (BEED) Graduates N= 66

CURRENT JOB	FREQUENCY	PERCENTAGE
Public School Teacher	19	26.38%
Private School Teacher	23	31.94%
Teacher in a Tutorial Center	9	12.5%
Day Care School Teacher	2	2.78%
Alternative Learning School (ALS)Teacher	1	1.39%
Substitute Teacher	1	0.00
Office Clerk	4	6.06%
Fire Officer	0	0.00
Police Officer	6	9.09%
Sales Agent	7	10.61%
Call Center Agent	4	6.06%
Cashier/ Bank Teller	2	3.03%
Pharmacy Assistant	2	3.03%
Factory Worker	1	1.52%
Teacher Abroad	1	1.52%
Overseas Filipino Worker (OFW)	2	3.03%
Total = 66		100%

As gleaned on table 4 on the current job of BEED 2015 graduates there are 19 or 26.38% who are now teaching in the public school; 23 or 31.94% are still in private school gaining experiences ; 9 or 12.5% in the

tutorial center and there are seven (7) or 10.61% as sales agent and six (6) or 9.09% as police officers.

Table 4. Current Job of 2014 Bachelor of Elementary Education (BEED) Graduates N= 50

CURRENT JOB	FREQUENCY	PERCENTAGE
Public School Teacher	13	26%
Private School Teacher	16	36%
Teacher in a Tutorial Center	3	6%
Day Care School Teacher	2	4%
Alternative Learning School (ALS)Teacher	2	4%
Office Clerk	2	4%
Sales Agent	3	6%

Call Center Agent	3	6%
Cashier/ Bank Teller	2	4%
Pharmacy Assistant	2	4%
Teacher Abroad	2	4%
	Total = 50	100%

Shown on table 4, 16 or 36% of the graduates of 2016 are still employed on the Private School, 13 or 26% in Public Schools, three or 6% in the tutorial center, sales agent and call center agent.

As gleaned on table 2.A where the 2014 graduates were asked for selecting their current job, there are 34 or 54.84% told that it is exactly related to their course while others said that is easier to be hired.

Table 2.1. Reasons in selecting their Current Job(2014)

N=57

Reasons	Frequency	Percentage
1.It is exactly related to my course.	53	92.98%
2.It is partly related to my course.	1	1.75%
3.It is not related to my course but easier to be hired.	1	1.75%
4.It is not to my course but I have to work.	0	
5. It is not related to my course but the salary is higher.	1	1.75%
6. It is not related to my course nut I am waiting for an item in public school.	1	1.75%
	Total = 57	100%

As gleaned on table 2 where the 2014 graduates were asked for selecting their current job, there are 53 or 92.9 % told that it is exactly related to their course while

others said that is easier to be hired and it is not their course but they are waiting for an item in public.

Table 2.2. Reasons in selecting their Current Job (2015)

N=66

Reasons	Frequency	Percentage
1.It is exactly related to my course.	56	84.84%
2.It is partly related to my course.	3	4.54%

3.It is not related to my course but easier to be hired.	2	3.03%
4.It is not to my course but I have to work.	3	3.03%
5. It is not related to my course but the salary is higher.	1	1.51%
6. It is not related to my course nut I am waiting for an item in public school.	1	1.51%
	Total = 66	100%

Table 2.2 shows the reasons of the 2015 graduates with their reasons for having their current job. As shown there are 56 or 84.84% answered that their current job is exactly related to their course while three (3) or 4.54% have said that it is not related to their course but they have to work.

Table 2.3. Reasons in selecting their Current Job (2016)

N=50

Reasons	Frequency	Percentage
1.It is exactly related to my course.	35	70%
2.It is partly related to my course.	1	2%
3.It is not related to my course but easier to be hired.	6	12%
4.It is not to my course but I have to work.	3	6%
5. It is not related to my course but the salary is higher.	3	6%
6. It is not related to my course nut I am waiting for an item in public school.	2	4%
	Total = 50	100%

Table 2.3 shows the reasons of the 2016 graduates with their reasons for having their current job. As shown there are 35 or 70% answered that their current job is exactly related to their course while six (6) or 12% have said that it is not related to their course but they have to work.

Table 3. Employment Status of BEED PSU ACC Graduates 2014-2016

YEAR	PERMANENT	CONTRACTUAL	JOB ORDER	PROBATIONARY	SUBSTITUTE
2014	32	18	2	4	1
2015	19	23	9	11	4
2016	15	31	2	2	0
Total	66	72	13	17	5

Shown on table 3 is the Employment Status of BEED PSU ACC graduates of 2014-2016. It can be gleaned on the table that the graduates of 2014 has the highest permanent status followed by 2015 graduates. While most of the contractual employee can be found in

the graduates of 2016. In addition 2015 has the highest probationary period.

CONCLUSION

Based on the result of the employability survey conducted to the BEED graduates of PSU Alaminos City Campus from 2014-2016, they are now employed in the public school. Most of the graduates of batch 2014 are now public school teachers. Meanwhile, there are also graduates wherein prior to their employment to the public, they still worked as teacher in the private schools , tutorial centers, day care schools , and as teacher abroad.

In addition it was also noted in this study that former students of PSU BEED have worked after graduation, board examination and a year after the result of the exams. Furthermore, it was also gleaned on tables that some of the licensed teacher graduates are employed as fireman and policeman for according to them it is easier to such job. Others are also in call center wherein nowadays it is one of the most fascinating field of work for any course could apply as an agent.

In conclusion, BSEED graduates of PSU ACC starts working in a private school in order for them to gain experienced and later be employed in the public school. Likewise being a tutor teacher or a day care school teachers usually lead them to gain experienced too thus leading them to the public school soon. Other board passers also worked in the government as police officers or fireman for they believed that it is much easier to get employment. Moreover, some graduates easily find job for they were being hired right after graduation, while other are after passing the LET exams. For others, they work though it is not related to their course because they are still waiting for an item in the public school.

RECOMMENDATIONS

Based on findings the following are recommended:

1. The government must end up the hiring of contractual employees, instead as long as the teacher applicant is qualified permanent status must be given to them.
2. Higher Educational Institution should make partnership with other private companies in order for their graduates to gain experience before going to public school.
3. That HEI must also orient their students regarding the latest trends and updates in hiring teachers in the public sector.

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