

**EMPLOYABILITY OF THE GRADUATES BACHELOR OF ELEMENTARY
EDUCATION OF CENTRAL BICOL STATE UNIVERSITY OF
AGRICULTURE (CBSUA) PASACAO CAMPUS**

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ABSTRACT:

The study was conducted to determine the employment status of the graduates of Bachelor of Elementary Education of Central Bicol State University of Agriculture Pasacao Campus from 2018 - 2020. A total of 84 BEEd graduates comprised the respondents of the study. Questionnaire and documentary analysis were used in gathering the primary and secondary data, respectively. Data were analyzed using descriptive statistics such as frequency counts, percentage techniques, weighted mean, and Chi-square test. Results revealed that most of the BEEd graduates are young, female, and single, where the majority graduated in 2019, and graduates received Latin Honors during graduation with a significant passing percentage in the Licensure Examination for Teachers (LET). The employment profile indicates that most respondents are currently employed, with contractual positions being the most common by which professional examination significantly influences acquiring permanent positions. Furthermore, the respondents have encountered several problems in their quest for employment, particularly during the pandemic, such as scarcity of teaching-related jobs, changes in educational modalities, communication skill difficulties, delays in the hiring process, limited teaching experience during their practicum, and technological obstacles.

Keywords: Employability, Teacher Education, Licensure Examination

INTRODUCTION

In the highly competitive job market, particularly within the teaching profession, ensuring the employability of graduates has become the top priority for Teacher Education Institutions (TEIs). This is especially true in countries like the Philippines, wherein there is a massive number of education graduates from different universities and colleges, with 3,495,688 graduates of Education Science and Teacher Training from 2016 to 2020, (CHED, 2021).

One of the key indicators of a university's effectiveness in educating students for the workforce is its capacity to generate competent and readily employable graduates. This was emphasized in the study conducted by Caingcoy et al. (2020), Higher Education Institutions (HEIs) should produce graduates who are highly skilled and competitive but also consistently embrace new and innovative methods and teaching strategies to guarantee their successful transition into employment, as highlighted by Aclan et al. (2018). This twofold responsibility highlights the significant role that TEIs play in shaping job employment for education graduates in a rapidly changing and challenging environment.

Thus, this study aimed to explore the employability of the Bachelor of Elementary Education (BEEd) program at the Central Bicol State University of Agriculture (CBSUA) – Pasacao Campus from Class 2017 - 2018 to Class 2019-2020. The objective of this study is to provide insights into employment status and identify factors that influence employment outcomes. This research aims to offer valuable recommendations for improving their employability and addressing any existing issues by analyzing the personal profiles, employment profiles, and the challenges encountered by the graduates in finding their job employment.

OBJECTIVES OF THE STUDY

The major objective of the study is to determine the employment status of the graduates of Bachelor of Elementary Education in CBSUA Pasacao campus from Class 2017 - 2018 to Class 2019-2020.

The specific objectives of the study are to:

1. Describe the personal profile (socio-demographic characteristics) of graduates Bachelor of Elementary Education (BEED) of CBSUA Pasacao campus from Class 2018 - 2019 to Class 2019-2020 in terms of: (a) age, (b) sex, (c) civil status, (d) year graduated, (e) academic ranking, and (f) professional examinations passed;
2. Determine the employment profile of the BEEd graduates of CBSUA Pasacao and their status of employment;
3. Identify personal factors that influence the employment of graduates;
4. Identify problems and constraints encountered by the graduates in their quest for employment; and
5. Propose recommendations to address the problems.

METHODOLOGY

This study utilized mixed-method which used the descriptive-evaluative correlational design. The quantitative part identifies the demographic profile, employment status and professional skills acquired by the Bachelor of Elementary Education graduates of CBSUA Pasacao. While the qualitative part describes the problems encountered by the graduates in their quest for employment.

Research Instrument.

This study utilized validated questionnaire from CHED. Data gathering took place on the different places where the respondents are currently working. The questionnaires were given to the graduates as the employee, their employer, peers and as well as to their clients.

Respondents of the Study:

A total of 101 graduates of the Bachelor of Elementary Education, Class 2013 - 2014 to Class 2017-2018 at Central Bicol State University of Agriculture (CBSUA) Pasacao Campus comprised the respondents of the study.

The said number of respondents was identified from the official list of graduates obtained from the Office of the University Registrar of Central Bicol State University of Agriculture

(CBSUA) Pasacao Campus. Only 30% of all the Bachelor of Elementary Education graduates from Class 2013 - 2014 to Class 2017-2018 were considered in the identification of respondents of the study.

RESULTS AND DISCUSSIONS

Socio-Demographic Characteristics of the Respondents

The results describe the profile of the BEEed respondents, which consists of the socio-demographic characteristics along the respondents' age, sex, civil status, year graduated, honors received, professional examinations passed, and tenure status.

Age. The data on the age profile of the graduates of Bachelor of Elementary Education (BEEed) at CBSUA Pasacao campus show that 75% of the respondents belong to the age bracket of 22 to 26 years old. Data implies that the majority of the BEEed graduates completed their education on time and at the early stages of their careers.

Table 1: Age Distribution of Respondents

Age	Respondents	Percentage
22-26	63	75.00%
27-31	13	15.48%
32-36	5	5.95%
37-41	3	3.57%
Total	84	100.00%

Gender. The data presented in Table 2 reveal that most of the graduates of the Bachelor of Elementary Education program are female, 82.56% and only 17.44% were male. This finding aligns with the common trend that education courses tend to attract more significant female students than male students, who typically choose to pursue careers in more traditionally masculine fields.

Table 2: Gender Distribution of Respondents

Sex	Respondents	Percentage
Female	65	77.83%
Male	19	22.62%
Total		100%

Civil status. The data in Table 3 provide an overview of the civil status of the respondents, in which the majority (83.33%) were single, followed by those who reported being married (15.48%) and a smaller number of respondents mentioned being separated widowed (1.19%). These findings highlight the diversity in marital status among the respondents, with singleness being the most common status. The data prove that the common observation is that graduates prioritize completing their studies before entering married life.

Table 3: Civil Status of Respondents

Civil Status	Respondents	Percentage
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single	70	83.33%
married	13	15.48%
Widow	1	1.19%

Year Graduated. The data gathered shows that among the BEEed respondents, the highest number of graduates was recorded in the year 2019 with 45.24%, followed by 40.84% graduates in the year 2020 and 14.29% in the year 2018. These results may be attributed to the recent years' program popularity, considering that only CBSUA offers a four-year degree course in town and nearby areas. However, it is also important to note that there is a greater number of graduates in 2019 compared to 2020 this is due to the onset of the pandemic affecting educational processes and potentially leading to delays in graduation.

Table 4: Year Graduated of Respondents

Year Graduated	Number	Percentage
2018	12	14.29%
2019	38	45.24%
2020	34	40.48%
Total	84	100%

Honor Received. 8.33% or seven out of 84 respondents graduated with Latin Honors (Summa Cum Laude, Magna Cum Laude, and Cum Laude). Results obtained imply that the Bachelor of Elementary Education program of the institution is in the process of establishing and gaining appreciation from various stakeholders, including the community, parents, and incoming college students.

Professional Examinations Passed. Data shows that roughly of the graduates with 46.43% percent of the Bachelor of Elementary Education respondents at the CBSUA Pasacao campus passed the Licensure Examination for Teachers (LET). It logically manifested that the BEEed graduates were also competitive and, thus, have a strong potential for employability, particularly those who graduated in the years 2018 and 2019. However, the impact of the pandemic may have caused disruptions in the final year of studies for the class of 2020, including shifts to remote learning and limited experiences in the teaching internship. Moreover, the LET examination schedule in 2020 was indefinite, and there was a difficulty in the logistics, which resulted in the fewer number of graduates who ought to take the LET immediately after they graduate.

The Employment Profile

The employment profile of the graduates of Bachelor of Secondary Education at CBSUA Pasacao campus, Class 2018 – 2020 considered in this study includes only the employment status and the tenure status of the respondents.

Employment status. The employment status of the BEEd graduates indicates that 71.43% of the respondents are employed, and 28.57% are currently unemployed. These findings highlight that most of the graduates secured employment after graduation, both within the teaching profession and in other fields of industry. However, there was a significant proportion of unemployed graduates, particularly during the pandemic. Some respondents said it was because of the socio-economic impact that limits them to find work opportunities, and others would say lack of experience, particularly in the education sector, due to changes in the teaching-learning modality.

Table 5: Employment Status of Respondents

PROFILE	RESPONDENTS	PERCENTAGE
EMPLOYED	60	71.43%
NOT EMPLOYED	24	28.57%
Total	84	100%

Tenure status. The data shows a diverse range of employment status among Bachelor of Elementary Education (BEEd) graduates. Most of the respondents hold contractual positions, with 41.67 percent, while a substantial 30.00% have secured a regular or permanent positions, 18.33% are self-employed individuals, and the rest of the respondents hold temporary positions with 10.00%.

The data implies that most respondents hold contractual positions that may indicate job insecurity and lack of stability. The employment tenure status also highlights the need to explore factors such as the readiness of BEEd graduates in the job market. The graduates should acquire qualifications for the teaching profession and gain skills and adaptability to secure tenure status in various fields. Furthermore, the data also implies that eligibility affects the tenure status of the graduates.

Table 6: Tenure Status of the Respondents

EMPLOYMENT STAUS	RESPONDENTS	PERCENTAGE
Contractual	25	41.67%
Regular or Permanent	18	30.00%
Self- employed	11	18.33%
Temporary	6	10.00%
Total	60	100%

Factors Affecting the Employability of the Graduates

Results of the study indicated a significant relationship of professional examination with a p-value of .030356. The rest of the personal factors, such as sex, civil status, age, year graduated, and honors received, were found not significant using the Chi-Square Test with Chi-Square values of .946455, .504075, .407507, .304637, and .218814, respectively. The study's validity is

underscored by the importance of the professional examination as one of the significant considerations in hiring, particularly in the teaching profession. As stipulated in RA No. 7836, no teacher will be qualified for a teaching profession without passing the Licensure Examination for Teacher. This result also means that passing the licensure ensures that every graduate entering the teaching profession, whether in public or private schools, has the security to get a permanent position and meets the standardized level of competence and expertise.

Problems and Constraints in the Quest for Employment

The study findings reveal challenges the BEEd graduates encounter in their quest of employment, particularly in communication skills in finding future jobs. These difficulties give more challenges, especially during the peak of the pandemic. These include a scarcity of job opportunities that force graduates to explore other non-teaching jobs, changes in educational modalities, delays in the hiring process, limited teaching experience in their practicum, and technological obstacles. Furthermore, movement restrictions have impeded graduates from enriching their skills and establishing connections through development opportunities, like workshops, training sessions, continuing education programs, and networking events.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Given the findings of the study, the following conclusions are drawn.

The study intends to draw baseline data on the employability of the Central Bicol State University of Agriculture Pasacao Campus graduates from 2018 to 2020. Generally, most BEEd graduates are young, female, and single. The program's popularity is evident from the number of graduates in 2019, and the program's reputation and competitiveness are highlighted by the recognition received through Latin Honors and a significant passing percentage in the Licensure Examination for Teachers (LET). The employment profile indicates that most respondents are currently employed, with contractual positions being the most common. This study also reveals that the professional examination significantly influences acquiring permanent positions. As to the quest for employment, the respondents have encountered several problems, particularly during the pandemic, such as scarcity of teaching-related jobs, changes in educational modalities, communication skill difficulties, delays in the hiring process, limited teaching experience during their practicum, and technological obstacles. Also, movement restrictions have impeded graduates from enriching their skills and establishing connections through development opportunities, like workshops, training sessions, and continuing education.

Recommendations

The school should hold a job fair with an emphasis on written and oral communication skills that will help graduates prepare for future job interviews and to facilitate immediate job opportunities after they graduate from college. The TEI may enrich the curriculum by incorporating Professional Development Opportunities through a variety of workshops,

certifications, and training programs in areas such as technology integration, online and hybrid learning environments, or language skills to ensure that graduates stay abreast of educational trends and methods and enhance their competitiveness in the job market.

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