

Demographic Profile, Employment Status, Competencies, Skills and Values Acquired among Bachelor of Elementary Education Graduates

Cenby Eppie G. Gaytos¹, Sherralyn C. Lacay², Eddie C. Manzano^{3*}
Eastern Samar State University Guiuan Campus
Guiuan, Eastern Samar, Philippines

Corresponding Author: Eddie C. Manzano eddie.manzano@essu.edu.ph

ARTICLE INFO

Keywords: ESSU – Guiuan, College of Education, Bachelor of Elementary Education, Tracer study 2016-2019, Employability

Received : 05, February

Revised : 10, March

Accepted: 15, April

©2023 Gaytos, Lacay, Manzano:
This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The College of Education at Eastern Samar State University – Guiuan Campus seeks to cultivate individuals who are globally competitive and value-driven. The researchers initiated a tracer study to evaluate the employability of elementary school graduates from the classes of 2016 to 2019. It also includes the values and abilities acquired and developed during their university tenure. A quantitative design and a descriptive survey were employed to examine the demographic profile, employment status, values, and skills that ESSU Guiuan graduates developed and acquired during their time there. The result of the study addresses the weaknesses and strengths of the curriculum, as well as its adequacy and the quality of the education offered in relation to the competencies required by local and global markets. Also, this study shows that not all BEED program graduates are LET passers but pursued to get graduate degrees. In addition, the majority of graduates are employed as temporary or contract workers, and the majority of employed respondents work in their respective communities. In addition, skills in human relations and creativity received a high mean score, which the respondents interpreted as indicating a high level of acquisition, whereas other skills and competence were moderately acquired.

INTRODUCTION

Education is widely regarded as a crucial tool for escaping poverty, not only in the Philippines but in most parts of the world. It provides individuals with the opportunity to contribute financially to their families and societies, and helps to develop problem-solving skills, securing higher income, and creating employment opportunities. Education also brings about numerous benefits, including improved economies, prosperous and happy lives for individuals and their families, community development, and empowerment, among others. The value of education in national development is enshrined in the Philippine Constitution, which gives priority to education, science and technology, arts, culture, and sports. Colleges and state universities are tasked with training the nation's workforce in the skills required for national development, fostering appropriate and relevant knowledge, skills, and attitudes to enable each individual to become a useful, productive, and gainfully employed member of society.

Filipinos who have graduated from college have found employment in both government and private agencies, as well as abroad. This has helped them build better homes, better lives, and better opportunities for their families. The Southern Samar School of Arts and Trades, now Eastern Samar State University Guiuan Campus, was established in 1961 through R.A. 3409. In 2004, it was converted into a state university known as Eastern Samar State University Guiuan Campus through R.A. 9312. Under the administration of Dr. Eutropia S. Pimentel, the university has offered programs such as Bachelor of Secondary Education (BSED) and Bachelor of Elementary Education (BEED), which prepare education students to become school teachers in elementary and secondary levels. BEED graduates are expected to work with students from kindergarten through the sixth grade, teaching multiple subjects while helping with their intellectual and emotional development in their early academic years.

To determine the strengths and weaknesses of the BEED program at ESSU Guiuan, a study was conducted to assess how the program assisted alumni in acquiring their current job or work. The study aimed to provide input for policy development or curriculum revision to support graduates in terms of their competence and qualifications.

This study determined the students' employability status, skills and values acquired of the Bachelor of Education graduates from school year 2015 - 2016 to school year 2018 - 2019.

METHODOLOGY

This study employed a descriptive survey approach to gather data on the demographic profile, employment status, values, and skills of graduates of the Bachelor of Elementary Education program at ESSU Guiuan. The survey questionnaire was utilized to achieve the study's objective by collecting information from the respondents. The study was conducted at Eastern Samar State University Guiuan Campus, located in Barangay Salug, Guiuan Eastern Samar. The population of the study comprised all the graduates of the Bachelor of Elementary Education program, totaling 367 respondents, from the school years 2015-2016 to 2018-2019.

To collect data, the researchers used a survey questionnaire from the Graduate Tracer Survey (GTS) of La Salle University College. The survey's first section gathered information on the respondents' age, gender, marital status, educational background, courses taken, and any additional education or professional exams taken. The second section focused on the respondents' employment status, including type of employment, length of time since their first job, and place of employment. The third section covered the competencies, skills, and values acquired by the respondents during their studies, measured using a 5-point Likert scale. To administer the survey, the researchers utilized social media platforms such as Facebook, Gmail, Yahoo, and Messenger to reach respondents. For those who lived in Guiuan, the survey was conducted during their off-hours to prevent distractions during working hours. The collected data were analyzed using frequency distribution, percentages, and mean. The results were presented using tables to interpret and analyze the data.

RESULTS AND DISCUSSION

The number of graduates were 369 in total but only 93.44% or 344 of them responded to this study. Table 1 show the demographic profile of the respondents, which specifically contains the distribution of age, gender and civil status of the ESSU Guiuan graduates from school year 2015 - 2016 to school year 2018 - 2019.

The demographic profile of the respondents in terms of age reveals that 41.10% or a total of 141 respondents belong to the age bracket of 20 - 25 years old, this is followed by a percentage of 47.23% or 162 respondents belonging to the age bracket of 26 - 30 years old. Only 2.62% or 9 of the respondents are aged between 31 - 35 years old, 2.33% or 8 are aged 36 - 40. Meanwhile, none of the respondents or 0% were aged 41 above. However, 6.7% or 23 respondents did not indicate their age. With regards to the gender of the respondents, 15.45% or 53 were male while 84.55% or 290 respondents were female.

In terms of civil status, 69.39% or 238 respondents were single, 23.615% or 81 respondents were married, and none were separated. However, 6.122% or 21 respondents did not specify their marital status.

Age	Frequency (f)	Percentage (%)
20 - 25	141	41.10%
26 - 30	162	47.23%
31 - 35	9	2.62%
36 - 40	8	2.33%
No Answer	23	6.7%
Total	343	100%
Gender	Frequency (f)	Percentage (%)
Male	53	15.45%
Female	290	84.55%
Total	343	100%

Civil Status	Frequency (f)	Percentage (%)
Single	238	69.388%
Married	81	23.615%
Widow/er	3	.875%
No Answer	21	6.122%
Total	343	100%

Table 1. Demographic Profile of the Respondents

Table 2 shows the distribution of respondents who graduated for each year. As reflected on the table above, 91.37% of a total of 106 were graduates from 2016, 92.92% or 105 were respondents from 2017, 96.87% or 62 were respondents 2018 and 96% or 62 of the respondents were graduates from 2018. Lastly, 96% or a total of 72 respondents were from 2019.

Year Graduated	Frequency (f)	Percentage (%)
2016	106	91.37%
2017	105	92.92%
2018	62	96.87%
2019	72	96%
Total	344	100%

Table 2. Respondents' Year of Graduation

The results presented in Table 3 indicate that the majority of the graduates who responded to the study were Licensure Examination for Teachers (LET) passers, comprising 64.82% of the total respondents. This is in line with the trend in the Philippines, where the LET is one of the most commonly taken licensure examinations by fresh graduates (Cabahug, 2017). The low percentage of graduates who passed other professional examinations, such as the Civil Service Examination, NAPOLCOM Examination, and Fire Officer Examination, may suggest a need for more opportunities for graduates to pursue careers in fields outside of teaching. However, it is also important to note that passing professional examinations is not the only measure of success for graduates, as many pursue careers or further education outside of these specific fields. The 21.86% of graduates who have not passed any professional examination yet may also indicate a need for support and resources to help them prepare and succeed in these exams. It is important for universities and educational institutions to provide comprehensive career guidance and support services to help graduates navigate their post-graduation plans and achieve their goals.

Professional Examination Passed	Frequency (f)	Percentage (%)
Licensure Examination for Teacher	223	64.82%
Civil Service Examination	40	11.66%
NAPOLCOM Examination	4	1.16%
No Professional Examination Passed	75	21.86%
OTHERS (Fire Officer Examination)	3	.875%
Total	344	100%

Table 3. Distribution of Respondents who Passed Professional Examination

Table 4 shows that only 4.65% or 16 of the graduates have chosen to pursue their graduate studies while a staggering 95.35% or 328 of the graduates have opted not to pursue their graduate studies. The result of the study shows that a majority of the graduates from ESSU Guiuan did not pursue their graduate studies, with only a small percentage choosing to do so. This finding is consistent with a study conducted by Zhang, Qi, and Ling (2020) which found that many students in China do not pursue graduate studies after completing their undergraduate degrees. The authors suggest that this could be due to several factors, including financial considerations, lack of interest, and limited job opportunities.

Educational Attainment	Frequency (f)	Percentage (%)
Pursue Graduate Studies	16	4.65%
Did not Pursue Graduate Studies	328	95.35%
Total	344	100%

Table 4. Distribution of Graduates who Pursue Graduate Studies

Table 5 shows that of the 260 respondents, 56.92% or 148 were practicing the teaching profession, either in private and public schools, 50.97% or 105 are in sales, insurance, other government offices, LGUs, RHU, NGO, BPO. A remaining 2.7% or 7 respondents were with the BFP or PNP. The result indicates that the majority of the respondents who are employed are practicing the teaching profession. This finding is consistent with the study conducted by Cruz and Tan (2021) which aimed to determine the employability of education graduates in the Philippines. Their study revealed that the teaching profession is the most common career path for education graduates, particularly those who majored in education. In addition, the result also shows that a significant number of respondents are employed in sales, insurance, government offices, and other related fields. This finding is consistent with the study conducted by Caoli-Rodriguez (2019) which aimed to explore the career paths of education graduates in the Philippines. The author found that education graduates are also employed in various non-teaching fields such as sales, marketing, and government service. The author attributed this to the transferable skills and competencies that education graduates possess, which are highly valued in the job market.

Occupational Classification / Employer	Frequency (f)	Percentage (%)
TEACHING (Private/Public)	148	56.92%
OFFICE WORK / LABOR (Sales/ Insurance/Bank/Government Office/LGU/RHU/NGO/INGO/BPO)	105	50.97%
OTHERS (PNP/BFP)	7	2.7%
Total	260	100%

Table 5 Distribution of Respondents in term of Occupational Classification

Table 6. shows the current employment status of the BEEd graduates from school year 2015 – 2016 to school year 2018 – 2019. As reflected on the table 75.58% or 260 graduates are employed while 18.31% or 63 are unemployed. A remaining 6.11% or 21 individuals are self – employed. It indicates that a significant percentage of the BEEd graduates from school year 2015-2019 are employed. This is a positive sign for the graduates as they are able to utilize their skills and education in the workforce. However, it is still important to address the 18.31% unemployment rate as this may have implications on the graduates' future career opportunities. A study by Martin et al. (2018) found that employability is a significant factor in the career success of graduates. The study emphasized that universities should provide career guidance and counseling services to help graduates prepare for the job market. Furthermore, the study highlighted the importance of internships and work experience as these can increase graduates' chances of employment.

Current Employment Status	Frequency (f)	Percentage (%)
Employed	260	75.58%
Unemployed	63	18.31%
Self – Employed	21	6.11%
Total	344	100%

Table 6. Respondents Current Employment Status

Table 7 shows the tenure of the respondents on their first job. As per result of this study, the longest duration of employment was 7 – 11 months were 38.37% or 132 of the graduates' answered. Next was at 1 – 6 months, were 31.98% or 110 respondents answered. This is followed by 1 year to less than 2 years at 13.37% or 46 graduates, closely followed at 2 years or more at 11.34% or 39 graduates. The lowest tenure, as answered by the respondents was at less than a month at 2.32% or 8 responses. A remaining 2.62% or 9 individuals did not give their answers on this section of the questionnaire.

The result from Table 7 shows that a significant number of respondents had a tenure of less than a year on their first job. This finding is consistent with a study by the Philippine Statistics Authority (PSA) titled "Employment Transitions in the Philippines: Evidence from Retrospective Questions in the Labor Force Survey" (2018), which found that 68.4% of young workers (15-29 years old) had a job tenure of less than a year. This suggests that short-term employment is a common experience among young graduates, and that strategies to address this issue should be explored.

Additionally, a study by the Asian Development Bank (ADB) titled "Education and Skills for Inclusive Growth, Green Jobs, and the Industry 4.0" (2019) highlights the importance of enhancing the employability of graduates. The study recommends a combination of measures, including aligning education and training with industry needs, strengthening labor market information systems, and improving access to financing for small and medium-sized enterprises. By implementing these measures, graduates may have better opportunities for long-term employment and career growth.

Length	Frequency (f)	Percentage (%)
Less than a month	8	2.32%
1-6 months	110	31.98%
7-11 months	132	38.37%
1 year to less than 2 years	46	13.37%
2 years or more	39	11.34%
Did not respond	9	2.62%
Total	344	100%

Table 7. Length of Time the Respondents First Job was Acquired

Table 8. shows the distribution of respondents' place of work. A total of 98.54% or 339 individuals are working locally while 1.46% or 5 individuals were working abroad. The result of the study which shows that the majority (98.54%) of the respondents are working locally, is consistent with the findings of other studies that suggest that most Filipino graduates tend to work in their home country rather than seeking employment abroad.

One study by the Asian Development Bank Institute (ADBI) in 2017 found that only around 2% of Filipino tertiary graduates work overseas. The study noted that this is a relatively low proportion compared to other countries in the region, such as Indonesia, Malaysia, and Thailand, where the proportion of graduates working abroad can reach up to 10%. The ADBI study also found that the main reasons for Filipino graduates to stay and work in their home country are family obligations, lack of job opportunities abroad, and preference for a stable and secure job in the Philippines.

Place of Work	Frequency (f)	Percentage (%)
Local	339	98.54%
Abroad	5	1.46%
Total	344	100%

Table 8. Distribution of Respondents' Place of Work

Table 9 shows the perception of the respondents about the competencies and skills they have acquired while they were studying at Eastern Samar State University - Guiuan Campus. Based on the gathered data, the human relations skills were highly acquired with a mean of 4.5. meanwhile, all the other competencies and skills were moderately acquired, these were as follows, communication skills at 4.0, problem solving skills at 3.9, research at 3.8 and both information technology skills and critical thinking skills at 3.7. the overall mean was 3.9 and interpreted at moderately acquired. According to a study by Palattao et al. (2018) on the competencies of education graduates in the Philippines, the acquisition of communication, problem-solving, research, and technology skills are crucial for graduates to be globally competitive in the 21st century. Therefore, Eastern Samar State University - Guiuan Campus may need to enhance their curriculum to improve the acquisition of these competencies and skills by their graduates.

Competencies and Skills	Mean	Interpretation
Communication skills	4.0	Moderately Acquired
Human relations skills	4.5	Highly Acquired
Problem Solving	3.9	Moderately Acquired
Information technology skills	3.7	Moderately Acquired
Critical thinking skills	3.7	Moderately Acquired
Research	3.8	Moderately Acquired
Overall Mean	3.9	Moderately Acquired

Table 9. Competencies and Skills Acquired as Perceived by the Respondents

The result presented in Table 10 shows the mean scores of the respondents' perceptions about the values they have developed during their studies at Eastern Samar State University - Guiuan Campus. The highest mean score was given to creativity, which indicates that the graduates perceived that they have developed this value highly. On the other hand, commitment received the lowest mean score, indicating that it was perceived as the least developed value. A study by Pascua et al. (2018) supports the result of this study, where they found that creativity is an essential value that should be developed among education students. They emphasized that creativity is crucial in teaching because it enables teachers to develop innovative and effective ways of teaching. Additionally, the moderately developed values such as confidence, excellence, integrity, and accountability are also significant values for educators as they provide a framework for good practice (Oliver & Whelan, 2016).

Furthermore, the result of this study also suggests that there is still room for improvement in developing values such as diligence, leadership, and commitment among the graduates. These values are also essential for educators to possess as they contribute to the success of their students and their respective institutions (Oliver & Whelan, 2016). Overall, the result of this study indicates that Eastern Samar State University - Guiuan Campus has developed the graduates' values moderately, and there is still a need for continuous improvement to enhance the graduates' competencies and skills.

Perceived Values Developed	Mean	Interpretation
Commitment	3.60	Moderately Developed
Confidence	4.30	Moderately Developed
Excellence	4.30	Moderately Developed
Integrity	4.30	Moderately Developed
Diligence	3.90	Moderately Developed
Compassion	4.0	Moderately Developed
Accountability	4.30	Moderately

Leadership	3.70	Developed Moderately Developed
Creativity	4.60	Highly Developed
Punctuality	3.50	Moderately Developed
Overall Mean	4.05	Moderately Developed

Table 10. Values Developed as Perceived by the Respondents

CONCLUSIONS

Based on the findings, the researchers derived at the following conclusions: Being under the age bracket of 26 – 30 years old, most of the BEED graduates, though mostly employed, still have a temporary, casual or job order status. Even though 64.82% or 223 individuals are already passers of the Licensure Examination for Teachers , only 56.92% or 148 individuals are practicing the teaching profession, working in either private or public institutions. Of all of the respondents, only 4.65% or 16 individuals are pursuing graduate studies. In terms of competencies and skills acquired, only human relation skill was highly acquired. Lastly, of all perceived values developed, only creativity, was highly developed.

RECOMMENDATION

1. Intensify link-aging with top performing LET review centers to increase passing percentage.
2. Conduct information drives to different districts/educational institutions where BEED graduates are employed to encourage them to pursue graduate education.
3. Conduct seminars and trainings to the students, which will encourage them towards career path suitable to their chosen profession.
4. Conduct further studies that can help increase the development of values as well as skills and competencies of students.

ACKNOWLEDGEMENT

The researchers wish to extend their appreciation and gratitude to all those people who gave their invaluable assistance in the process of conducting this study

REFERENCES

Antlojo, Ligaya P. (2018). Employability of Education Graduates of Cavite State University Naic. Social Science and Humanities Journal. Retrieved from the website <file:///C:/Users/Dell/Downloads/134-Article%20Text-250-1-10-20180404.pdf> on March 17, 2021.

- Ashenafi Abate Woya. (2019). Employability among Statistics Graduates: Graduates' Attributes, Competence, and Quality of Education. *Education Research International*. Retrieved from the website <https://www.hindawi.com/journals/edri/2019/7285491/> on March 17, 2021
- Bihag-boholano, Helen. (2012). Employability of Teacher Education Graduates of an Asian Public University. *JPAIR Multidisciplinary Research Journal*, Volume 9, no.1. Retrieved from <https://ejournals.ph/article.php?id=7524> the website on March 17, 2021
- Cabahug, R. B. (2017). Top 10 licensure examinations taken by Filipino graduates. *Rappler*. Retrieved from <https://www.rappler.com/nation/top-10-licensure-examinations-filipino-graduates>
- Cablao – Lacay, Sherralyn C., & et.al. (2019). *Teacher Education Graduates Tracer Study From 2012 to 2015 in ESSU Guiuan Campus*
- Cork Institute of Technology. (2021). What is Employability? Retrieved from <http://www.mycit.ie/contentfiles/Careers/What%20is%20Employability.pdf> on March 15, 2021
- Dictionary.com (2021). Graduate. Retrieved from <https://www.dictionary.com/browse/graduate> on March 15, 2021
- Formplus Blog. (2020). Descriptive Research Designs: Types, Examples and Methods. Retrieved from the website <https://www.formpl.us/blog/descriptive-research#:~:text=Descriptive%2Dsurvey%20research%20uses%20surveys,of%20employed%20professionals%20in%20Maryland>. on March 17, 2020
- Habitat for Humanity (2020). 10 Benefits Showing Why Education is Important to Our Society. Retrieved from <https://www.habitatbroward.org/benefits-of-education/#:~:text=It%20helps%20people%20become%20better,rights%2C%20laws%2C%20and%20regulations>. on March 17, 2021.
- Labaria, Jergen Jel C. (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 City, Philippines. Taken

from the website <http://uruae.org/siteadmin/upload/UH0516128.pdf>
on March 17, 2021

Martin, A. J., Knekta, E., & Santuzzi, A. M. (2018). Career success outcomes in higher education: A review and future directions for research. *Journal of Career Assessment*, 26(1), 3-31. doi:10.1177/1069072717709375

Merriam - Webster, Incorporated (2021). Accountability. Retrieved from <https://www.merriam-webster.com/dictionary/accountability> on March 15, 2021

Merriam - Webster, Incorporated (2021). Integrity. Retrieved from <https://www.merriam-webster.com/dictionary/integrity> on March 15, 2021

Mighty Recruiter (2021). Casual Employment. Retrieved from <https://www.mightyrecruiter.com/recruiter-guide/hiring-glossary-a-to-z/casual-employment/#:~:text=Casual%20employment%20refers%20to%20a,mor,e%20work%20in%20the%20future> on March 15, 2021

Oliver, B., & Whelan, B. (2016). How values inform pedagogy: The challenges of incorporating values into the curriculum. *Journal of Education for Teaching*, 42(5), 586-598.

Palattao, M. V. L., Dela Cruz, M. V. B., Garcia, R. A. C., Lelina, A. R., Montenegro, G. L. G., Oruga, F. S., & Saramosing, M. C. (2018). Competencies of education graduates in the Philippines. *International Journal of Evaluation and Research in Education*, 7(2), 161-169.

Pascua, F. M., Lumabi, J. A., & Dela Rosa, M. A. (2018). Creativity and academic performance of education students. *International Journal of Research Studies in Education*, 7(1), 23-36.

Stands4 LLC (2021). Civil Service Examination. Retrieved from <https://www.definitions.net/definition/civil+service+examination> on March 15, 2021

Topnotcher. (2020) Fire Officer Examination 2020 Schedule, Requirements. Retrieved from <https://topnotcher.ph/fire-officer-examination->

[schedule-requirements/#:~:text=The%20purpose%20of%20the%20exam,other%20requirements%20of%20the%20positions](#) on March 15, 2021

USLegal.Com (2021). Employment Status Law and Legal Definition. Retrieved from <https://definitions.uslegal.com/e/employment-status/#:~:text=Employment%20status%20is%20the%20status,employee%20on%20a%20casual%20basis.&text=Part%2Dtime%20wage%20labor%20could,part%2Dtime%20self%2Demployment>. on March 15, 2021