

Assessing the Professional Success of Bachelor of Secondary Education Graduates: A Naval State University Tracer Study (2005–2010)

Dr. Edward G. Sanderson

Faculty College of Education, Biliran Province State University, Philippines

ABSTRACT

This research investigation aims to assess BSED education graduates employability of Naval State University. The findings can serve as inputs for curricular redirection. Commission on Higher Education (CHED) questionnaires and rating scales were utilized in this study. The study used descriptive survey research design which scope is focus from SY 2005-2010 BSED graduates of Naval State University. Study revealed that females are dominating the involvement of students in an organization most of them were Roman Catholic and majority are first year college students who are members of the organization in the university are supported with scholarship and the organization of the university are registered by the Student Affairs Office. These organizations are academic in nature, students were actively involved in co-curricular activities and other events in the university.

KEYWORDS: Tracer Study; Naval State University; Secondary Education Graduates; and Employment Outcomes.

1. INTRODUCTION

One of the most obvious problems that our world is facing today is unemployment and underemployment of our education graduates. (Leyte Samar Daily Express, 2009). According to Edgar Costibolo acting chief of the Philippine Regulatory Commission, there were already cases of education graduates who either left abroad, particularly in the United States of America, or work in a call center due to lack of opportunities in the country.

In Eastern Visayas, it is estimated that every year, our graduates reach as high as 10,000 with less than five percent of the graduates landing a good job including the education graduates. The Regulatory Commission particularly cited the case of education courses that produce about 1,000 graduates every year but only very few could manage to find a work in the education profession because the Department of Education could not accommodate all the teachers applicant.

Labor Regional Director, Forter Puguon had earlier projected that the region's unemployment rate is expected to increase each year with thousands of fresh graduates seeking employment. With the current global economic crisis, these graduates may just remain unemployed, Puguon said. Eastern Visayas has an unemployment rate of about 4.2 percent as of July, 2008 labor survey. According to Armenia (2008), as cited by Austero (2010), Eastern Visayas region has an alarming number of Higher Education Institution (HEI) graduates who are not in the workforce and do not earn for themselves income to contribute to the well-being of their families and the economic development of the region. Education graduates are occupying employments that are not fit to their degree program they are placed in employment not in line with their field of specialization. Their job and skills are in congruent with the skills acquired during pre-service training and actual work competencies needed in a particular job, hence, a mismatch of the skills and job opportunity. Thus, pre-service training must prepare students for work in jobs that match their skills. So it is in this context that the researcher are challenged to conduct this present study on Graduate Tracer Study of Bachelor of Secondary Education on the employment outcomes of these graduates in Naval State University.

2. OBJECTIVES OF THE STUDY

This study aimed to assess the employment outcomes of Bachelor of Secondary Education of Naval State University SY 2005-2010.

1. To determine the demographic profile of the respondent graduates in terms of:
 - 1.1 Civil Status
 - 1.2 Sex
 - 1.3 Age
 - 1.4 Province
 - 1.5 Location of residence
2. To determine the educational background of the BSED graduates in terms of;
 - 2.1 Educational Attainment
 - 2.2 Professional Examination (s) Passed

2.3 Reason for taking the course/pursuing the degree

- 3. To identify the trainings/advance studies attended after college; and
- 4. To determine the employment data of the Bachelor of Secondary Education graduates.

3. FRAMEWORK OF THE STUDY

Theoretical Framework

This research is anchored on the theory "Ladder Effect" (Deville, 2008), which states that the net effect of job competition or over education is for the unemployed skilled workers to apply for jobs in segment requiring lower qualifications than they have achieved.

Conceptual Framework

The conceptualization of this study essentially revolves around the employment outcomes of BSED graduates. Thus, the study is focused on determine the demographic profile of the respondent graduates in terms of the following civil status, sex, age, province, location of residence; (2) determine the educational background of the BSED graduates in terms of the following educational attainment, professional examination (s) passed, and reason for taking the course/pursuing the degree; (3) identify the trainings/advance studies attended after college; and (4) determine the employment data of the Bachelor of Elementary Education graduates. Conceptual framework is best presented in figure 1.

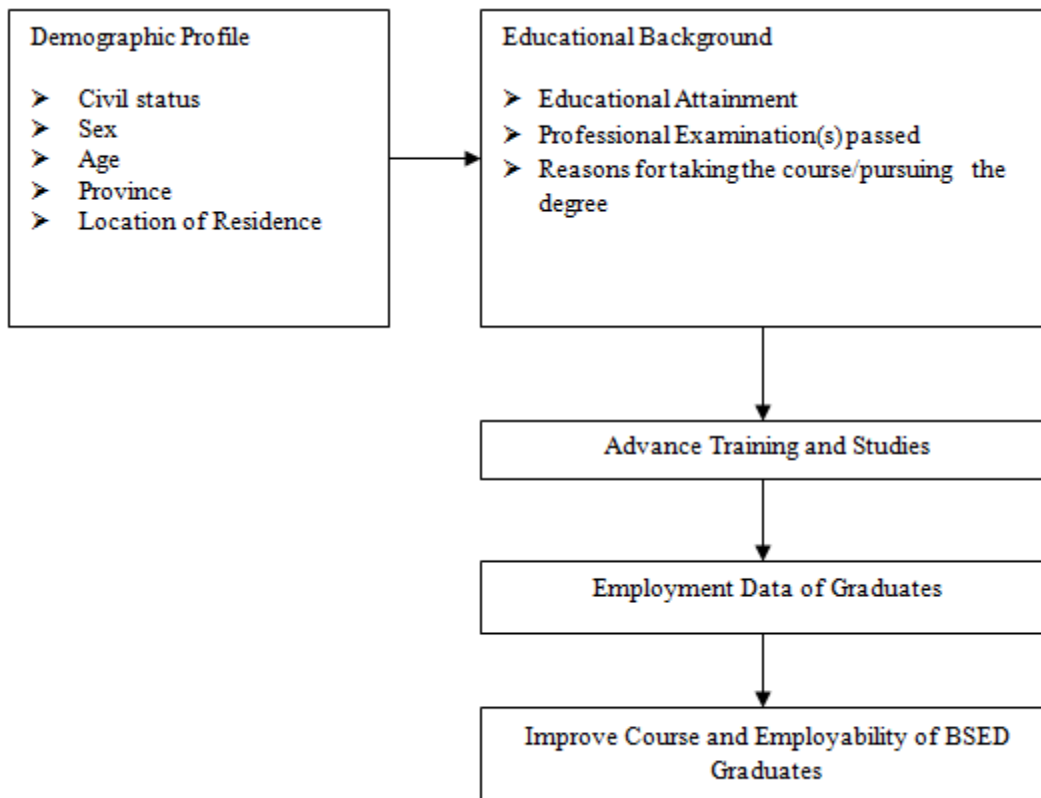


Figure 1. Conceptual Framework of the study

4. METHODOLOGY

This research investigation aims to assess BSED education graduates employability and eventually, improve course offerings of Naval State University. The findings can serves as inputs for curricular redirection. Commission on Higher Education (CHED) questionnaires and rating scales was utilized in this study. The study was utilized descriptive survey research design which scope is focus on the SY 2005-2010 BSED graduates of Naval State University. The findings of the study is beneficial to the administrator of teacher education institutions (TEIs), result can provide insights on how the curriculum could be improved to serve employability of graduates. The teachers could likewise gain useful inputs to improve instructional practices that would ensure graduates steeped with knowledge and skills. Paying close attention to feedbacks can significantly improve the teacher education programs. Hence, the significance of the study can be summarized in one broad concept,

curriculum development. In doing this research study in collaboration with the College of Education of Naval State University will improve the products (graduates) and the profession (teaching). The target participants of this endeavor are the BSED graduates from 2005-2010 of Naval State University since the institution has education programs.

Table 1. Distribution of Respondents of the Study

Name of Organization	Members
Estudios Sociales Sociodad	18
Science Enigma	16
Language and Literature	16
Math Enthusiasts	14
MAPHE Circle	13
MarCO	3
Civil Engineers	3
Lay Movement	2
Project Alpha	2
Campus Mission	1
Total	88

5. RESULTS AND DISCUSSION

This chapters presents the results of the survey, organized and presented on the order by which they address the stated objectives of the study: demographic profile of the respondents, profile of school organizations, level of students involvement in organization, study habits of the respondents, respondents academic performance and relationship of respondents.

Socio-demographic Profile

The socio-demographic characteristics of the respondents that were considered in this study included sex, year level, course, religion, economic status, and level of involvement.

Table 2. Socio-demographic characteristics of the respondents

Variables	Frequency	Percent (N=88)
Sex		
Male	33	37.50%
Female	55	62.50%
Year Level		
First Year	56	63.64%
Second Year	24	27.27%
Third Year	8	9.10%
Course		
BSED	77	87.50%
BSHRM	3	3.41%
BEED	2	2.27%
AMT	3	3.41%
BSIT	3	3.41%
Religion		
Roman Catholic	80	90.91%
Born Again Christian	2	2.27%
CJLDS	2	2.27%
Jehova's Witnesses	2	2.27%
Seventh Day Adventist	2	2.27%
Economic Status		
Average	60	68.18%
Middle Class	17	19.32%
Poor	9	10.23%
Low Class	2	2.27%
Level of Involvement		
Active	79	89.77%

Inactive	9	10.23%
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It could be gleaned from table 2 on the socio-demographic profile that out of 88 respondents 33 are males and 55 are females; on the year level of the respondents 56 are first year, 24 are second year and 8 are in their third year in college; for the course of the respondents majority of are coming from the BSED with 87.50%; for the religion majority of the students respondents are roman catholic with 90.91%. On the economic status 68.18% are coming from the average class while 19.32% are middle class, 10.23% are coming from poor class and 2.27% are coming from low income class. On the level of involvement 79 or 89.77% of the respondents are active in the organizations while 9 or 10.23% are inactive. It could be implied that females are dominating the involvement of students ain an organization, most of the respondents are coming from Bachelor of Secondary Education they roman catholic and more of them are first year college.

Profile of Membership in Organization

Table 3. Profile of Membership in Organization

Variable	Frequency	Percent (N=88)
Nature		
Academic	87	98.86%
Profound	1	1.14%
Year of Existence		
12 years	40	45.45%
6 years	20	22.73%
7 years	13	14.77%
9 years	15	17.04%
Registered by SASO		
Yes	87	98.86%
NO	1	1.14%
Incentives		
Scholarship	88	100%
Number of Members	451	

Table 3 reveals out that of 88 students respondents 87 or 98.86% of the organization of the university are found to be academic, while on the years of existence of the different organization, 45. 45% of the organization stay in the university are 12 years, 22.73% are six years, 14.77% are seven years and 17.04% are 15 years in the university. Of the registered organizations almost of the organization are registered with 98.86%. The incentives of all the organization in the university is a scholarship to all student respondents and summing all members of the organization in the university are 451 students. The date gathered implied that students who are members of the organization in the university are supported with scholarship and the organization of the university are registered by the Student Affairs Office and most of this organization are academic in nature.

Students involvement in organization

Table 4. Students involvement in organization

Variable	Frequency	Percent (N=88)
Status of Involvement		
Active	79	89.77%
Inactive	9	10.23%
Reason for Inactivity		
Too much course work	2	2.27%
Employment	4	4.55%
Athlete	3	3.41%
Rating of Experience		
Poor	1	1.14%
Fair	3	3.41%
Good	30	34.09%
Very Good	31	35.23%
Excellent	23	26.14%

Unfamiliar with any clubs	-	-
No. of Times attended meetings		
1	0	-
2	4	4.55%
3	6	6.82%
4	8	9.09%
5	14	15.91%
6+	56	63.64%
Students Organization		
Estudios Sociales Sociedad	18	20.45%
Science Enigma	16	18.18%
Language and Literature	16	18.18%
Math Enthusiasts	14	15.91%
MAPHE Circle	13	14.77%
MarCO	3	3.41%
Civil Engineers	3	3.41%
Lay Movement	2	2.27%
Project Alpha	2	2.27%
Campus Mission	1	1.14%
No. meetings normally attended		
1-2 meetings	15	17.05%
3-5 meetings	14	15.91%
6-8 meetings	51	57.95%
9+ meetings	8	9.09%

As gleaned in Table 4, 89.77% of the student respondents are active member in any organization, 4.55% answered inactive reason for the they working students, 35.23% of the respondents are "very good in their rating of experience, 63.64% of the students attended meetings more than six times, majority of the student respondents members of the organizations are coming from Estudios Sociales Sociedad (ESS) with 20.45% and on the number of meeting normally attended by the students is on 6-8 meetings with 57.95% It can be implied that student organization lasted for years because student respondents even though they working student but still they active in their involvement in the organization.

Study Habits

For the study habits of the students respondents, each activities was rate on the amount of time they spent on each activity and each question was rated on a scale from one to four: (1) almost never, (2) less than haft the time, (3) more than haft the time and (4) almost always.

Table 5. Questionnaire # 1 Study Habits of the Respondents

Statements/Indicator	Frequency	Percent (N=88)
Do you study outside of class each day?	52	59.09%
Do you keep up to date in your assignments?	43	48.86%
Do you review regularly what was covered in each course?	31	35.23%
Do you write down all assignments for each class in a special section of the notebook?	38	43.18%
Do you survey a chapter before reading it in detail?	50	56.82%
As you read an assignment, do you have in mine questions that you are actually trying to answer?	53	60.23%
Do you try to get the meaning of important new terms as you read the chapter?	46	52.27%
Do you recite to yourself at the end of each section of the chapter?	47	54.02%
Do you keep a well-organized notebook with sections for assignment, vocabulary, and lecture notes?	36	40.91%
Do you keep a calendar for listing the due dates of major assignments?	42	47.73%
Do you know what will be covered on each exam?	45	51.14%
Do you make specific preparations for exams?	48	54.55%
Do you study what you get wrong on a quiz or test?	52	59.09%

From the table it could be seen that, from the first statement it has been noted that student respondents are spending less than half the time in their study habits with 59.09%, 48.86% on the second statement stated that

students respondents also spending less than the time of their study, third statement with 35.23% shows that students are almost always spent their time in their study, while 43.18% gathered in the fourth statement allowing students spent more than half the time in their study. On the fifth statement 56.82% less than half the time students spent their study, 60.23% of the students spent more than half the time in their study on the sixth statement, 52.27% more than half of the time students spent their study habits on the seventh statement, 54.02% less than half the time on the eighth statement student spent their time of study, while on the ninth statements 40.02% of the students spent almost never in their study, 47.73% of the students spent less than half the time in their study on the tenth statement, 51.14% of the students answers almost always spent in their study on the eleventh statement, on the twelfth statement students spent their study habits with 54.55% almost always and on the last statement student spent their time in their study as more than half the time with 59.09%. It can be implied that study habits of the students respondents are basically depends on their schedule of activities, meetings and other extracurricular events of the University.

Table 6. Questionnaire # 2 Study Habits of the Respondents

For the study habits of the students respondents, each statement will be rated by "yes" or "no".

Statements/Indicator	Frequency	Percent (N=88)
I am trying to be a more efficient and effective learner	87	98.86%
I am aware of the benefits of asking good questions as I read, take notes, and study.	84	95.45%
I believe that my intelligence is revealed more in the questions I ask than in the answer I give.	78	88.64%
I believe most lectures can be viewed as a series of questions and answers.	69	78.41%
I know how to spend less time studying by concentrating on developing practice test questions.	42	47.73%
I am able to use lecture notes for exam preparation.	66	75.00%
I usually look for possible test questions and answers as I read.	58	65.91%
I usually study as though I am practicing to take a test.	60	68.18%

* Statement with "no" responses are areas where the learner may need to improve study habits.

It can be gleaned on the table 6 second questionnaire of students study habits, stated that majority of the student respondents answers "yes" in all statements with 98.86% which is the highest percentage answer of the students in their study habits on the first statement. It can be implied that even some of the students are working still they have time to study and involve in any students organizations. It is also an advantage to the students who are working and involve in an organization so that they will make good standing in their study. and graduated with good identity and honors.

Academic Performance

On academic performance student respondents answers poor, fair, good, very good and excellent to determine their academic performance.

Table 7. Academic Performance

Statements/Indicator	Frequency	Percent (N=88)
Mid-term test	58	65.91%
Take-home course work	60	68.18%
Previous semester exam	58	65.91%
Compulsory courses	62	70.45%
Optional courses	54	61.36%

Table 7 on the academic performance of the student respondents reveals that most of the students answer "Good". It can be implied that students who are involved in extracurricular activities like joining the

organization could also be a crucial in attaining good scholastic standing. It is important that these students must have their proper time management so that they not overlook some of their duties as students in the University.

6. CONCLUSION

As gleaned from the findings of the study, that females are dominating the involvement of students in an organization, most of the respondents are coming from Bachelor of Secondary Education they are roman catholic and majority of them are first year college, students who are members of the organization in the university are supported with scholarship and the organization of the university are registered by the Student Affairs Office and most of this organization are academic in nature, student organization lasted for years because student respondents even though they working student but still they are active in their involvement in the organization, study habits of the students respondents are basically depends on their schedule of activities, meetings and other extracurricular events of the University, some of the students are working but still they have time to study and involve in any students organizations.

7. RECOMMENDATION

Based on the conclusions generated, the following recommendation are hereby proposed: First, students organization in the University should invite male members and other religious affiliations to increase their involvement in the organizations of the University. Second, student affairs office of the university must lower down their guidelines and criteria in their scholarship program so that students who have less access for high education can avail their programs. Third, student organization must not focus on academic only because student talents are diverse and others are good in other aspects i.e. sports, community awareness and others. Fourth, working student who are involve in active organization should be given less responsibilities so that they will have time to study and work. Fifth, student organizations schedule of activities must fall during free time and not during examinations. and Lastly, student organizations must involve all students in the university to attain cohesiveness of all students in the university follow guidelines and specifications from the student affairs office for harmonious conduct of their student activities in the University.

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