

Relevance of School Related Factors to Employability of Graduates at Capiz State University

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Abstract

This study aimed to determine the relevance of school related factors in terms of School Related Factors such as Curriculum and Instruction, Faculty and Instruction, and Student Services. Likewise, to identify competencies learned by graduates that are useful in their present job. Descriptive type of research was utilized in the study. Results revealed that promoting good professionalism have the highest relevance to their job placement followed by knowledge on current practices in teaching and learning and cafeteria or canteen and practical and application component obtained the least mean score. While Communication and Human Relation Skills are the competencies useful to the graduates. Employees of higher education institutions should be aware of the image they project while dealing with the students and they should keep on reminding their value as part of the students' development of future professionals.

Introduction

A nation's economy runs on the knowledge and skills of its people. The requirements for skills evolve with external investment, technological advances and globalization. To keep pace with changes, people need to acquire skills to be productive and earn a living and all of these can be achieved through education. Education is the most important mechanism for the empowerment of people for their socio-economic, political and technological development. The learning environments of higher education institutions must take cognizance of this in structuring their course programs. For the purpose of quality assurance of course programs, higher education institutions can contribute meaningfully by applying the principles of tracer study to create sustainable learning empowerment environment for the continuous professional development of past students. While many higher education institutions provide training to a variety of clients, most forget them as soon as they graduate and leave the institutions' environment with no means to contact them. Employability upon graduation and over the long term is, understandably, the major priority for the vast majority of our University students. Over the past two decades or so the University has increasingly offered a wide spectrum of higher education courses that provide students with the necessary tools enabling them to develop their employability skills, to heighten their own awareness of these skills and to improve their ability to articulate them. These skills, once acquired, of course need to be honed throughout one's working life, being put into practice not only in job searching and during interviews but also in personal development planning and in making the most

of work experience opportunities. There is no doubt that a student's lifelong learning capability and therefore his/her employability are enhanced through their university experience. The core mission of University continues to be the creation of an open space of higher learning within a life-long perspective. This is based on equity of access and should be seen as an opportunity for individual development, allowing all those capable of benefiting from higher education to integrate better into the global knowledge society.

With the steady increase in the number of College graduates, employment opportunities for them have become very competitive. Most universities have the policy to strengthen existing links and to create new bridges with the world of work. In line with the mission of the Capiz State University, a prominent University recognized for its commitment to innovative programs in addressing society's challenges, the College evaluates how its graduates have paired in their employment scene after their graduation. The Cooperative Education also of this University plays an important role in developing the skills of the CapSU graduates which is done through the different industries whom the institution is linked with. The graduate tracer study provides the desirable information as to what is happening to the graduates when they join the world of work. It is equally important to find out how adequate is the training provided by our institution in the overall performance of their career life, the extent by which the knowledge, communication and other skills have been developed. This tracer study is also a way which can provide valuable information for evaluating the results of education and training of an institution and thereby serve as a basis for future planning activities. It is for the above purpose that a tracer study on the graduates of CapSU Tapaz is proposed by the researcher.

The study quotes the speech made by Y.B. Dato Eri Mohamed Khaled Nordin, Minister of Higher Education Malaysia, in a seminar entitled "Enhancing Graduate Employability: Issues, Concerns and the Way Forward" (July 21, 2009). Today's challenging economic situation means that it is no longer sufficient for a new graduate to have knowledge of an academic subject; increasingly it is necessary for students to gain skills which will enhance their prospects of employment.

In the study conducted by Lalican (2007) she emphasized that the acquisition of knowledge in the undergraduate specialization, skills and competencies will also promote productivity, efficiency and expertise in the graduates' present job.

On Employment Status (Miranda, 2000), the provision of written agreement notwithstanding and regardless of the oral agreement of the parties, an employment shall be deemed to be regular where the employee has been engaged to perform activities which are usually necessary or desirable in the usual business or trade of the employee; except where the employment has been fixed for a specific project or undertaking the completion or termination of which has been determined at the same time of engagement of the employee or where the work or service to be performed is seasonal in na-

ture and employment is for the duration of the season. One of the most serious problems in the Philippines in the 1980s and early 1990s concerned the large number of students who completed college but then could not find a job commensurate with their educational skills. If properly utilized, these trained personnel could facilitate economic development, but when left idle or forced to take jobs beneath their qualifications, this group could be a major source of discontent.

Statement of the Problem

Specifically, it will seek to answer the following questions:

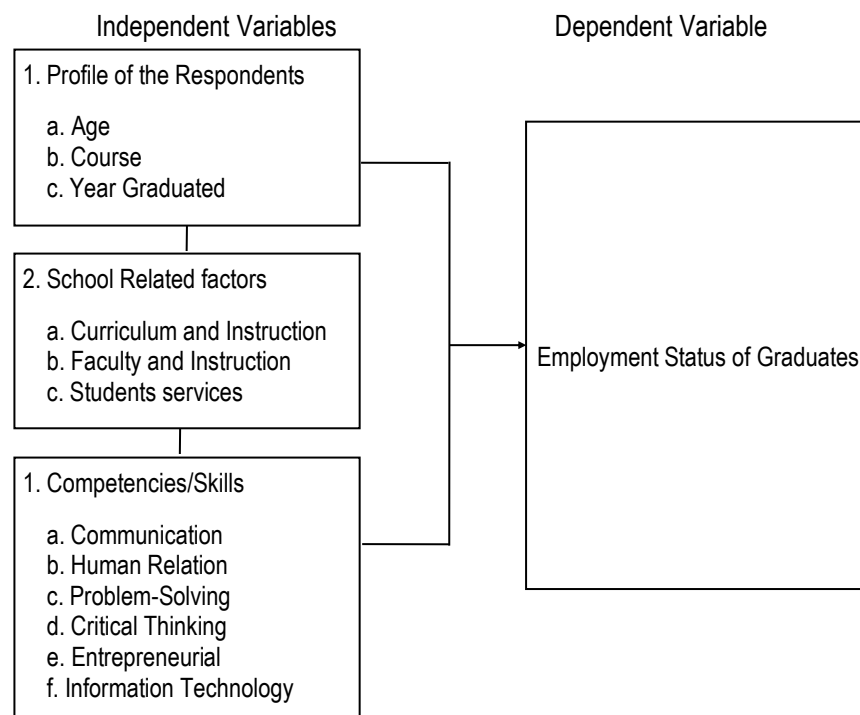
1. To determine the job placement profile of the respondents in terms of
 - 1.1 Job after graduation
 - 1.2 Present employment
 - 1.3 Employment Status and Nature of Employment
2. To determine the relevance of the following school-related factors to the job placement of the respondents in terms of
 - 2.1 Curriculum and Instruction
 - 2.2 Faculty and Instruction
 - 2.3 Student Services
3. To identify the competencies / skills and work related values developed by Capiz State University – Tapaz Satellite College considered by the respondents useful in meeting the demands of their present work.

THEORETICAL FRAMEWORK:

Providing employment for an expanding population is one of the greatest challenges nations must have to face the present time. This is particularly acute in developing countries where the rate of population growth far outstrips job opportunities. Mounting a drive to meet that challenge should come not only from the government but also from the private sector. *Importance of job creation.* Not only do jobs in the private sector provide employment opportunities for the members of the Labor force which endow them with purchasing power through the incomes they receive as compensation for their contribution on product but at the same time job creation is responsible for the so-called multiplier effect. The birth of new manufacturing establishment, for instance, will help bring about the use of raw materials that are indigenous in the country and to certain extent will contribute to the ability of the government to discharge its responsibility to the people which it seeks to serve through the taxes they pay. With high incidence of employment rate, not to say, full employment, aggregate purchasing power of the Labor force helps boost the economy through increasing production, since they are all consumers thereby resulting in the efficient use of country's resources. Also with more people gain-

fully employed, hours are put to productive use thereby affording little room for misdemeanors and criminality than when individuals have all the time for themselves. Labor must be made acquainted with all these gains that partly accrue to their interests. And so they have a moral obligation to insure the continuous operation of business establishment if only for their own sake and not those of the owners of the business alone. Any closure or contraction of business operation affects labor's interest and the economy as well. Further, tracer studies can provide the information needed to reform educational programs to bring about the match between the requirements of the employment world and study. Surveys do have their disadvantages for it is sometimes difficult to locate graduates and let them complete questionnaires. Schomburg (2007) warns that the graduates might not always be able to identify the relationship between the knowledge acquired during study and their professional lives and that research findings are valuable inasmuch as planners can turn the findings into concrete reforms. However, the main purpose of this paper was for the researchers to investigate the employment status of the graduates and determine what percentage of the graduates had acquired first job after they graduated. The concepts that the researchers had to indulge in were to look on the graduates' important profiles and to assess whether or not these profiles had satisfied their expectations so that whatever results they could account for would be a good venue of curriculum enhancement as well as institutional development.

CONCEPTUAL FRAMEWORK



Research Design and Methodology

This tracer study used descriptive research design. Along with this, Calderon as cited by Laguador (2010) emphasized that descriptive research is a purposive process of gathering, analyzing, classifying and tabulating data about the prevailing conditions, practices, beliefs, process, trends and cause and effect relationship, thereby making adequate and accurate interpretations about such data with or without the aid of a statistical method.

Subjects

The study used non probability sampling of subjects. In this sampling design, the researchers selected the respondents who are conveniently available. The respondents of the study were 78 Bachelor of Science in Elementary Education, and 44 Bachelor of Science in Agriculture graduates from 2016-2020.

Instrument

Standardized questionnaire was the main instrument of the study (adapted from the study of Luisa Macatangay, 2013). The questionnaire consisted of different parts namely: general information, educational background, trainings/advance studies attended after college, employment data, and views on curriculum, views on teaching staff, and views on resource facilities/services.

Data Collection

Names, addresses and contact numbers of the graduates from 2016-2020 was taken from the registrar's office. The researcher administered by sending through social media the questionnaire to the graduate-respondents.

Data Analysis

The data collected was classified, tabulated and coded for analysis. The following statistical tools was employed in interpreting the data that was obtained from the survey. Percentage was used to analyze the profile of the respondents with respect to the selected variables. Weighted Mean was used to determine the degree of perception of the graduate- respondents in the usefulness and relevance of their educational background to their employment status. Rank was used to arrange in a series of ascending or descending order of importance. The respondents were given four (4) options to determine the relevance of school related factors to the job placement of the respondents. To arrive at a verbal description of each item, the arbitrary numerical guide was followed: 3.5 – 4.00: Very Relevant; 2.5 – 3.49; Relevant; 1.5 – 2.49; Slightly Relevant; 1.0 – 1.49: Not Relevant.

RESULTS AND DISCUSSIONS

Table 1. Socio- economic profile of the respondents

Profile	Means	Percentage
Employment		
Employed	76	62.30
Unemployed	46	37.70
Self-Employment	52	42.60
Status of Employment		
Permanent	30	24.60
Temporary	22	18
Contractual	24	19.7
Income		
1. 10,000.00	42	34.4
2. 5,000.00	28	23

Majority of the respondents (76 or 62.30%) were employed after graduation compared to those graduates who were unemployed (46. Or 37.70%). This is an indication for a high demand in Education and Agriculture graduates. Majority of the graduates (46 or 37.7%) are contractual workers, (24 or 19.7%) are permanent workers, (30 or 24.6 are temporary workers while (22 or 18%) are self-employed. (52 or 42.6%) are earning above Php 10,000, (42 or 34.4%) are earning Php 5,000-10,000 while (28 or 23%) are earning less than Php 5,000.

Relevance of School Related factors to the job placement of the respondents in terms of

A. Curriculum and Instruction

Table 2. Relevance of Curriculum and Instruction to the job Placement of the respondents

Curriculum	Mean	Interpretation	Rank
Promoting Good Professionalism	3.58	Very Relevant	1
Inculcation of Positive Values	3.52	Very Relevant	2
Overall Study Program	3.45	Relevant	3
Knowledge Acquired	3.45	Relevant	3
Skill Required	3.37	Relevant	6
Current Issues & Development	3.39	Relevant	5
Theoretical Component	3.34	Relevant	7
Practical & Application Component	3.34	Relevant	7
Composite Mean	3.43	Relevant	

Note: descriptive meaning is based on the following scale. Very Relevant (3.51-4); Relevant (2.51-3.50); Slight relevant (1.51-2.5); 1-1.50) Not relevant

As shown in table 2, the relevance of school related factors in terms of curriculum and instruction to the job placement of the respondents are promoting Good professionalism with a mean of 3.58 and Inculcation of positive Values with a mean of 3.52. And the least relevant is theoretical component and practical application component with a mean of 3.34.

The composite mean score of 3.43 implies that the curriculum and instruction is considered relevant to the job placement of CapSU Tapaz graduates. It is important for university instructors to seize their student's career enthusiasm and foster a connection between the curriculum and potential future career applications. Providing students with an opportunity to connect their classroom learning, (online or face-to-face) with workplace relevance will result in many positive learning outcomes such as motivation, grit, and career goal setting. As stated by Schwartz, Gregg, and McKee (2018) "Guidance and information focused on careers should be included throughout one's undergraduate experience". To integrate career content into the classroom the following tips are suggested: integrating career focused topics in discussions and activities; using and integrating services offered by career resource centers; including guest speakers; and incorporating additional online career resources. These strategies help foster a connection between course material and professions and careers students may be considering.

B. Faculty and Instruction

Table 3. Relevance of Faculty and Instruction to the job Placement of the respondents

Faculty and Instruction	Mean	Interpretation	Rank
Practical Knowledge	3.52	Very Relevant	1
Qualifications	3.52	Very Relevant	1
Knowledge on Current Practices In Teaching and Learning	3.52	Very Relevant	1
Delivery Skills/Teaching methodology	3.50	Relevant	4
Interactions with Students	3.49	Relevant	5
Ratio of Students & Teachers Theoretical Knowledge	3.48	Relevant	6
Show Ethical Behaviors in Dealing with Students	3.47	Relevant	7
Creativity in Teaching	3.44	Relevant	8
Up to Date Knowledge on Issues and Development Education	3.42	Relevant	9
or Class Size	3.38	Relevant	10
Availability for Consultation	3.32	Relevant	11
Use Technology in Teaching and Learning Process	3.27	Relevant	12
Composite Mean	3.44	Relevant	

Note: descriptive meaning is based on the following scale. Very Relevant (3.51-4); Relevant (2.51-3.50); Slight relevant (1.51-2.5); 1-1.50) Not relevant

As shown in Table 3 the relevance of school related factors in terms of faculty and instruction to the job placement of the respondents are Knowledge of Current Practices in Teaching and Learning with a mean of 3.52 and Practical Knowledge with a mean of 3.52. The least relevant are Use Technology in Teaching and Learning with a mean of 3.27 and Availability of Consultation with a mean of 3.32.

The composite mean score of 3.44 implies that the faculty and instruction is considered relevant to the job placement of the engineering graduates. It implies that students significantly learned the lessons if the teachers can impart and deliver the subject matter fluently with an aid of appropriate methods and fairness in measuring the students' academic performance or knowledge inside the classroom which can formulate a good foundation of their future success in employment. Teaching aids were perceived to be indirectly relevant to the job placement of the respondents because these are only instructional materials as they see it but they never realized that these are the instructional media used by their teachers in order to understand the subject on its most appropriate way (Laguador & Dotong, 2013).

C. Resources Facilities/Services

Resources Facilities/ Services	Mean	Interpretation	Rank
Policies & Procedures	3.47	Relevant	1
Student's Affairs Office	3.42	Relevant	2
Faculty Room	3.40	Relevant	3
Lecture	3.39	Relevant	4
Student's Activities	3.34	Relevant	5
Student's Association Office	3.34	Relevant	5
Counseling & Career Service	3.30	Relevant	7
Seminar Room	3.27		8
Courses Offering	3.21	Relevant	9
Resource Center	3.19	Relevant	10
Student Parking	2.99	Relevant	11
Computer Laboratory	2.95	Relevant	12
Cafeteria/Canteen	2.80	Relevant	14
Composite Mean	3.24	Relevant	

Table 4.

Relevance of Resource Facilities/Services to the job Placement of the respondents

Rel-

Table 4 presents the relevance of School Related factors in terms of Resource Facilities/Services. Policies and Procedures with a mean of 3.47 is considered the foremost relevant to the job placement of the respondents followed by Student's Affairs Office with a mean of 3.42. Cafeteria or Canteen with a mean of 2.80 and Student's lounge were considered with the least relevance. The composite mean score of 3.21 implies that the school related factors in terms of student services also contributing to the job placement of the respondents. This implies that the graduates recognized the value of relevance of student support to their employment. It has been observed that school physical facilities are essential tools to facilitate and stimulate learning programmes. Teachers need them in an ideal working environment. Experience shows that if physical facilities are available, students tend to have interest in learning; this will invariably lead to high performance. A close observation of the performance of secondary school students perhaps could be traced to lack of physical facilities and a motivating learning environment. Most schools seems to lack the necessary facilities that could enhance effective teaching and learning as a result little is expected from students in terms of academic performance. Experience shows that inadequate physical facilities have some adverse effect on students' interest to learn. Hence, this may invariably affect their academic performance. Akomolafe & Adesua (2016).

D. Competencies Learned at CapSU Most Useful to the Graduates

Table 5. Frequency Distribution of CapSU Tapaz Graduates In Terms of Competencies Learned in College They Find Very Useful in Their Job

Skills	Frequency	Percentage
Communication	51	41.8
Human Relation	29	23.8
Critical Thinking	13	10.7
Entrepreneurial	11	9
Information Technology	11	9
Problem-Solving	7	5.7

Table 5 showed that communication skills ranks first followed by human relation skills. The Entrepreneurial and Information skills had the lowest responses with 9 percent. The curriculum of CapSU had included communication skills to give students strong foundation in order for them to compete in the outside world when they look for their employment.

However, problem solving skill was considered the least useful among the listed indicators probably this was not emphasized in the curriculum of CapSU. Therefore, it is suggested to give emphasis on problem solving or critical thinking in all subjects across programs in the new curriculum. Most of them considered problem solving skills to be one of the useful competencies learned in college as well as entrepreneurial and information technology skills. These are being utilized by the respondents in answering the demands and challenges of the day-to-day activities on their respective work places. It is always necessary to develop these skills to boost their self-confidence and resourcefulness that would make them successful in dealing and giving answers to company problems.

CONCLUSIONS

Based on the results and findings, the researchers established the facts that majority of the respondents are employed permanently, and earned more than 10,000 a month. It was found out that the curriculum used for instruction are promoting good professionalism and inculcation of positive values among the respondents. Theoretical and practical application were not highly relevant but the faculty qualifications, practical knowledge in teaching and learning along with the knowledge in on Current practices found to be very relevant in the job placement of the respondents. Policies and procedures also matters most so as the office of student affairs. The very useful competencies that the respondents considered were communication and human relations.

RECOMMENDATIONS

1. Efforts from the University must be done to increase the rate of employment among its graduates.
2. Promotions of professionalism and positive values inculcation must be preserved as integral part of the curriculum. Faculty must continue upgrading themselves for current trends and practices in teaching.
3. Intervention programs must be done to further enhance the oral and written communications skills of the students.

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