

EMPLOYABILITY OF TECHNICAL TEACHER EDUCATION GRADUATES OF SORSOGON STATE UNIVERSITY AS INPUTS TO ENHANCEMENT OF INTERNSHIP PROGRAM

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ABSTRACT

This study aimed to determine the employability of the graduates of Technical-Vocational Teacher Education at Sorsogon State University from Academic Year 2013-2014 to 2018-2019. The study used the descriptive type of research as most appropriate research design. The respondents of this study were the batches of graduates of Sorsogon State University under Technical Vocational Teacher Education in the years 2013 to 2019 that made use of convenience sampling technique. A survey questionnaire was used as the main instrument to gather the data and information needed in the investigation which was divided into three parts – demographic profile, checklist on the nature of employment and lastly the open-ended questions regarding on the challenges encountered in landing a job. Frequency count and percentage were utilized as statistical treatment. To determine the demographic profile and employment rate, frequency count and percentage was used. Moreover, the rank, percentage and frequency were utilized to determine the factors that contribute to the employability of graduates and challenges encountered by the respondents in landing a job.

Based from the data gathered and upon the analysis and interpretation of data, the following findings were drawn: 1. The Technical-Vocational Teacher Education graduates' personal profile revealed that out of 134 graduates 83 of the graduates are 25-29 years old, this age range showed the highest frequency. Majority of these graduates are female and single. The respondents were graduates from year 2013 to 2019 and most of them are from batch year 2016 and 2017. In terms of educational attainment 85 graduates or 63% are with bachelor's degree, while 40 or 30% obtained masteral units, 7 of them have obtained their master's degree and 2 are with doctoral units. Out of the three programs/specializations of Technical-Vocational Teacher Education, Food Service Management (FSM) has the highest number of graduates 111 graduates completed the program, 19 graduated from electrical technology and 4 finished the automotive technology.

Along employment, data revealed that, 76% or an equivalent of 101 graduates obtained licensure for teachers, 3% or 3 graduates have acquired the Civil service eligibility and RME. On the other hand, 28 graduates or equivalent 21% have no eligibilities. In terms of employment 68% of the graduates are employed, 19% were self – employed, 9% were underemployed and the remaining 4% were unemployed. Out of 128 employed graduates 56% or 72 of them are on permanent status, 38% or 48 are with contract of service status and 1% or 8 graduates on job order status. They are mostly working in the education and industry earning a monthly income ranging from 21,000.00 - 30,000.00 Philippine peso and most of them took 1 to 2 years before they were able to get the job. 2. A total of 62 respondents revealed skills are the major contributing factor for the employability of the graduates. It is followed by 54 responses revealing education as the second rank factor. While dedication marked 17 responses which ranked third top most factor. On the other hand, self-confidence obtained 2 responses which considered as the

least factor contributing to employability. 3. In terms of challenges in landing a job, inadequate work experience ranked 1st as the common challenge experienced by the graduates. Secondly, few job vacancies or lack of positions or items ranked and lack of practical and professional skills shared ranked 2nd and 3rd respectively. 4. An Enhancement of Internship covering both On-the-job training and practice teaching could be proposed to assist the graduates enhance their skills may be developed and proposed.

Based from the findings revealed above, the following conclusions were drawn: 1. The graduates are at the productive age, aiming at advancing their careers and are contributing in the labor market. 2. The graduates identified skills and education are topmost contributing factors that affect their employability. 3. Inadequate relevant experience is the major challenge in landing a job. 4. Enhancement of Internship Program was proposed to address the challenges encountered by the respondents in landing a job.

Based from the findings and conclusions above, the following recommendations were drawn: 1. Continue conducting tracer study and develop database system to be able to have a regular update with regards to the demographic profile of the Technical Vocational Teacher Education graduates. 2. The researcher recommends to have special program that enables graduate students with the necessary skills needed of the industries to land better opportunities. 3. The challenges encountered in landing a job experienced by the graduates along employment be given attention by the proposed E-platform and addressed. 4. The proposed enhancement of internship program be given due consideration to address challenges encountered by the graduates in landing a job. 5. Further researchers related to the present study be conducted. To verify and enhanced the present research.

KEYWORDS: - Employability, Technical Teacher Education Graduate, Sorsogon State University, Enhancement, Internship Program

INTRODUCTION

Education plays a crucial role in preparing individuals for employment, equipping them with the necessary skills and knowledge. there is a great chance that everyone will have the courage to face up to any challenges. The existence of a wide range of educational systems helps to identify the different skills that individuals have in order to be productive in the future, as part of society's workforce. In all aspects of life, people have to know what is really important in education: social or economic.

OECD, (2018) points out that educational institutions as academic hubs for learning are mandated to render quality education that may help the people achieve their dreams and contribute to socio- economic development. Institutions have to ensure that they equip the students with the necessary skills and competencies needed in the job market and prepare them to the challenges in the professional field applying the scientific techniques and knowledge in solving problems.

One of the most important issues with education and training is that it must be tailored to the current and future demands of societies in transition. Education and training must be arranged flexibly within a dynamic process, not according to rigid requirements. It is, and must always remain, adaptable. It must also be ensured that the special circumstances of the country in question are taken into account, so that education and training are effective and efficient in order to make the most of limited resources (Schomburg 2003).

In the Philippines, the government recognizes the acquisition of knowledge through education is fundamental for country's development. The 1987 Philippine Constitution Article XIV, Section 1 declares that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

The Commission on Higher Education (CHED) is the governing body that facilitates program offerings in the Philippines. CHED Memorandum Order (CMO) No. 56 series of 2007 pertains to the Policies, Standards, and Guidelines for the ladderized Bachelor of Technical Teacher Education (BTTE). It is intended to rationalize undergraduate teacher education to keep up with global competitiveness demands.

To achieve this, policy and legal frameworks were implemented such as the Commission on Higher Education mandated higher education institutions to produce an educationally qualified workforce, enable professional organizations to assist in the growth and development of its members, (CHED). In line with this, the

HEIs use varied mechanisms to track the performance of their graduates in order to determine the responsiveness of the programs to the needs of the community and the labor market.

Tracer studies according to Schomburg (2003), are one type of empirical study that might provide useful information for evaluating the outcomes of a certain institution's education and training. This data could be used to help the institution progress further in terms of quality assurance. Cuadra, et. Al (2019) emphasized that a graduate tracer study is a very powerful tool that can provide valuable information for evaluating the whereabouts and performance of the graduates in the workplace.

CMO, No. 79, s. 2017 articulates the Bachelor in Technical Teacher Education (BTTE) program is a four-year teacher education program designed to equip future teachers with adequate and relevant competencies in the area of technical and vocational teacher education. It also aims to develop highly competent and motivated teachers in Technology and Livelihood Education in their area of specialization. Furthermore, the program aims to impart knowledge, skills, attitudes, values and experiences that will provide prospective Grade 7-10 TLE teachers, Senior High School Tech-Voc Livelihood Track teachers, TVET Trainers/Instructors, and higher education institutions faculty members with the necessary competencies essential for effective teaching.

The Sorsogon State University offers the Bachelor of Technical Teacher Education program that offers three (3) specialization namely; Food Service Management, Electrical Technology and Automotive Technology. The goal of the program is to provide students with the theoretical understanding of teaching and technology. It inculcates deep understanding of the teaching and learning principles and theories needed in teaching technical-vocational courses.

The BTTE program was shifted to BTVTEd or the Bachelor of Technical-Vocational Teacher Education under CMO No. 79 series of 2017. The shift in the name has a significant change in the curriculum and its whole approach. There are subjects taken out of the original curriculum, and some subjects are added. The revised version is not as well ladderized, unlike the old one.

Finally, it is expected that Technical-Vocational Teacher Education graduates will exemplify the values and qualities of UTSP brand which includes the ability to contribute to various forms of development in the community using their knowledge, skills, competence and abilities coupled with humanity values to genuinely care for others and the environment to uphold the greater good.

The Technical-Vocational Teacher Education program of SorSU undergoes evaluation through the AACUP accreditation to ensure the compliance of the program to the standards prescribed by the Commission on Higher Education. This is in line with the commitment of the university to deliver quality and relevant education that is integral to higher educational system in the region. A set of parameters are utilized in which tracer study is one of the criteria being looked into in the accreditation to determine the impact of the program and its responsiveness to the demand of the labor market.

In this premise, the researcher motivated to conduct the study to determine the employability of Technical-Vocational Teacher Education graduates of Sorsogon State University. Likewise, it will serve as basis in developing a E-Directory for Graduates of Technical-Vocational Teacher Education that can provide an organized system for tracking the graduates.

OBJECTIVES

This study aimed to determine the employability of the graduates of Technical-Vocational Teacher Education at Sorsogon State University from Academic Year 2013-2014 to 2018-2019. Specifically, it sought answers to the following questions:

1. What is the profile of the graduate in terms of
 - a.1 Personal
 - a.1.1 age;
 - a.1.2 gender;
 - a.1.3 civil status;
 - a.1.4 year of graduation;
 - a.1.5 highest educational attainment; and
 - a.1.6 field of specialization
 - b.1 Employment
 - b.1.1 eligibility;
 - b.1.2 type of employment;
 - b.1.3 status of employment;
 - b.1.4 nature of work;

- b.1.5 monthly income and
 - b.1.6 duration of landing a job?
2. What are the factors that contribute to their employability?
 3. What challenges are encountered by the graduates in landing a job?
 4. What enhancement of internship program can be proposed based on the result of the study?

METHODOLOGY

The study aimed to determine employability of Technical-Vocational Teacher Education graduates of Sorsogon State University from year 2013-2019. The study used the descriptive type of research as most appropriate research design in the survey. It was descriptive since this study aimed to determine the demographic profile of Technical-Vocational Teacher Education in terms of age, gender, highest educational attainment, civil status, eligibility and year of graduation, nature of work, status of employment, monthly income, duration of landing a job and along employment in terms of employment status of the graduates of the program along eligibility, type of employment, status of employment, nature of work, monthly income and duration of landing a job.

The survey-questionnaire was the main instrument used to gather the data from the respondents. The respondents were the graduates of the Technical-Vocational Teacher Education program along Food Service Management (FSM), Electrical Technology and Automotive Technology. The total number of respondents is totaled to 134.

It also used unstructured interview to determine the factors that contribute to the graduates' employability. The data collected are treated and analyzed using the appropriate statistical tools, such as frequency count, percentage, ranking, and weighted mean.

RESULT AND DISCUSSION

FINDINGS:

Based from the analysis and interpretation of data, the following findings were drawn:

1. The Technical-Vocational Teacher Education graduates' personal profile revealed that out of 134 graduates 83 of the graduates are 25-29 years old, this age range showed the highest frequency. Majority of these graduates are female and single. The respondents were graduates from year 2013 to 2019 and most of them are from batch year 2016 and 2017. In terms of educational attainment 85 graduates or 63% are with bachelor's degree, while 40 or 30% obtained masteral units, 7 of them have obtained their master's degree and 2 are with doctoral units. Out of the three programs/specializations of Technical-Vocational Teacher Education, Food Service Management (FSM) has the highest number of graduates 111 graduates completed the program, 19 graduated from electrical technology and 4 finished the automotive technology. Along employment, data revealed that, 76% or an equivalent of 101 graduates obtained licensure for teachers, 3% or 3 graduates have acquired the Civil service eligibility and RME. On the other hand, 28 graduates or equivalent 21% have no eligibilities. In terms of employment 68% of the graduates are employed, 19% were self – employed, 9% were underemployed and the remaining 4% were unemployed. Out of 128 employed graduates 56% or 72 of them are on permanent status, 38% or 48 are with contract of service status and 1% or 8 graduates on job order status. They are mostly working in the education and industry earning a monthly income ranging from 21,000.00 - 30,000.00 Philippine peso and most of them took 1 to 2 years before they were able to get the job.
2. A total of 62 respondents revealed skills are the major contributing factor for the employability of the graduates. It is followed by 54 responses revealing education as the second rank factor. While dedication marked 17 responses which ranked third top most factor. On the other hand, self-confidence obtained 2 responses which considered as the least factor contributing to employability.
3. In terms of challenges in landing a job, inadequate work experience ranked 1st as the common challenge experienced by the graduates. Secondly, few job vacancies or lack of positions or items ranked and lack of practical and professional skills shared ranked 2nd and 3rd respectively.
4. An Enhancement of Internship covering both On-the-job training and practice teaching could be proposed to assist the graduates enhance their skills may be developed and proposed.

CONCLUSIONS:

Based on the findings, the researcher come up with the following conclusions:

1. The graduates are at the productive age, aiming at advancing their careers and are contributing in the labor market.
2. The graduates identified skills and education are topmost contributing factors that affect their employability.
3. Inadequate relevant experience is the major challenge in landing a job.
4. Enhancement of Internship Program was proposed to address the challenges encountered by the respondents in landing a job.

RECOMMENDATIONS:

The following recommendations were drawn by the researcher based from the findings and conclusion of the present study.

1. Continue conducting tracer study and develop database system to be able to have a regular update with regards to the demographic profile of the Technical Vocational Teacher Education graduates.
2. The researcher recommends to have special program that enables graduate students with the necessary skills needed of the industries to land better opportunities.
3. The challenges encountered in landing a job experienced by the graduates along employment be given attention by the proposed E-platform and addressed.
4. The proposed enhancement of internship program be given due consideration to address challenges encountered by the graduates in landing a job.
5. Further researchers related to the present study be conducted. To verify and enhanced the present research.

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