

# Graduates' Employability, Exit Evaluation and Employers' Feedback

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**Abstract** – Higher Education Institutions (HEIs) are considered to play a significant role in developing, shaping and enriching the acquired education of students. At present, the spiral continuum of teaching-learning process is deemed necessary to achieve the educational goals of the Philippines. Using the Glassman theory which is a functional framework in education, labor sector, and market industry relationship, an interplay exists between and among the students, teacher's methodologies, and learning environment context that produced graduates who are responsive in the challenges that one faced towards his employment. Said institutional products had truly embraced and instilled within them the appropriate knowledge, skills and core values that they had learned. Mentioned indicators were also evident in their respective workplaces and are contributory in achieving the mission of the University. Hence; they carried the best practices in attaining quality service for the common good of the people that they are serving. Using the purposive sampling, this study had described the Infanta Campus graduates' profile and employment data. Involved as respondents are the graduates per se and the employers of Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education (BSE) major in Social Studies and Bachelor of Science in Agriculture (BSA). Further, to improve the services along different areas an exit evaluation survey was administered to address its weak points as the case may be. Quality measurement is a requisite to prove the curriculum relevance; thus; gathering the employers' assessment using a feedback instrument is given top priority to meet the needs and standards of one's workplace. It was revealed that they are highly satisfied with the different services that they received from their institution which means that the service providers possess the appropriate technical-know-how and are academically equipped in performing their respective functions as reflected on the evaluation result of the respondents. On the other hand, employers hire graduates who possessed appropriate eligibility and show competence in accomplishing assigned tasks and

leadership skills. This implies that organizations are outcomes-based driven in hiring applicants.

**Keywords** – agriculture, curriculum, degree of satisfaction, education, employability, feedback

## INTRODUCTION

In the Philippines and for many Filipinos, education is an investment that affords them a way out of poverty. It is seen as the key to improving the quality of life, the primary means for social and economic elevation. Parents do spend their scarce resources to have their children be educated, hoping that the necessary knowledge, attitudes, skills and appropriate ethical principles will be honed and developed by the state/universities/colleges where they enrolled and entrusted their children. Olivares [1] stated that the quality of higher education obtained by a student depends on fairly well-known factors such as his inputs into the study, the quantity, and quality of school inputs, the effectiveness of the curriculum and teaching method, the quality of school and curriculum. Along with this vein, Harvey, as cited by Gonzales, *et al.* [2], stated that the modern economy needs highly trained, and skilled workforce. HEIs) are required to produce qualified graduates to meet the needs of national development and employers. The industry defines the characteristics and skill requirements of its workforce which may or may not be matched by the graduates produced by academic institutions.

Education and work are highly related. The theories showed that the relationship between school and work are dual in foci, namely positive approaches theory and the normative theory. The actual procedures are attempts to explain the relationship between education and work on how each affects the development of the other. Education develops its curriculum and practice based on work demands, and on the other hand, the workplace increases its output and productivity based on the skills of the workers. Skills are earned through education as cited by [3]. Normative approaches tend to explain the

relationship between work and school on ethical or moral responsibilities rather than attempting to define the roles. It tells that the content and culture are relevant to the field of work.

This study considered the theory of the relationship between education and the labor market. It is also guided by the concept that evaluation on the employability of graduates from colleges and universities can help determine the factors contributory to one's employment.

CHED memo 46, s. 2012 implemented the outcomes-based education (OBE). As the name implies, it is anchored and focused on outcomes and an approach to planning, delivering and assessing instruction [4]. Teacher education institutions, therefore, must plan instruction focused on outcomes, choose the methodology that will help achieve intended outcomes and determine the outcomes result of a particular program or course through appropriate assessment.

The role of the higher education sector is to supply suitably skilled graduates to the workplace. Employability in teaching depends on many factors such as educational qualification, academic performance, communication skills, technology skills, demonstration skills and among others [5]. Warraich [6] stressed that graduates should have developed market-oriented skills while they are in their pre-service education to meet the challenging as well as the changing needs of the employers. Graduates should therefore be assessed whether they possess the necessary qualifications and skills that are considered to be relevant in their field of specialization and respective degree programs.

The 1992 EDCOM report emphasized that one of the indicators of the quality and relevance of tertiary education is the graduates' usefulness in the workplace, in the home, and the community. Versatility in the workplace has received more treatment than the other two primarily because of concern whether State investment in the education of college students is paying quantitative and qualitative inputs of the education sector in the economy [7].

Pangasinan State University (PSU) is one of the most promising tertiary education institutions that cater to the needs of the education sector by producing a good number of graduates from its satellite campuses strategically located in the province of Pangasinan, Philippines [8]. It is a fact to understand that graduates play a significant role in determining whether the program is performing or not. Producing graduates is not enough because every academic institution should see to it that their graduates had received the proper education and training that may help them become highly

employable upon graduation. It is then expected that graduates are well-equipped with necessary knowledge, attitudes, skills, and habits that they can directly apply as they enter the world of work.

On the other hand, it is imperative for an institution to assess the perceived degree of satisfaction of its graduates through an exit evaluation survey that may serve as an avenue for the administration to do appropriate measures to provide the best kind of education through its varied services in varied aspects. Further, the employers' feedback may enhance the institution's capability in conducting necessary follow-up to enrich the performance of its graduates and continually search the best practices that may improve its related academic services to attain the quality kind of education that everyone desires for future generation.

## **OBJECTIVES OF THE STUDY**

The graduates' employability from an institution is very crucial to note because it is through proper and formal educational training that one may get a job after graduation.

Generally, this study intends to determine if the curricular program elicits the desired effect on the student achievement as reflected in their employability status, to assess the services delivery of the institution and to evaluate the performance of graduates in their respective workplaces as perceived by their school heads. Further, it can be used to define/redefine the campus mission and show how the academic programs can be adjusted to reflect institutional goals.

Specifically, the selected profile of Infanta Campus Graduates from the Agriculture and Teacher Education (BEE and BSE) covering the Academic Years 2013-2017 as well as their employability status across related factors was determined. The relevance of their curriculum will be determined together with the competencies that contributed to their employability; to describe the degree of satisfaction of graduates on different areas during their stay in the institution, identify the top three reasons of employers in hiring graduates and describe the performance level said graduates along competence on assigned tasks and leadership.

## **METHODS**

### **Research Design**

The study utilized the descriptive survey method wherein the description of the graduates' profile, exit evaluation as well as on selected variables related to employers' feedback was put into focus.

### Respondents

The respondents of this study were the employers or school managers in both private and public schools. Likewise, the graduates were included as respondents of the study to serve as a backgrounder in terms of profile as well as employment data and to determine the degree of their satisfaction on various delivery areas of the institution where they graduated. Purposive sampling was employed in getting the number of graduates who served as respondents from academic years 2013-2017.

### Instrument

Set of questionnaires intended for the profile of graduates and employers were patterned to previous studies conducted by Gonzales et al. [8]. On the other hand, the instrument used in the exit evaluation is from the University

### Procedure

The instrument was personally administered by identifying the place of work and employers of the graduates.

### Data Analysis

In analyzing the data; frequency counts, percentages, ranking, and weighted means are utilized. Graduates' perception on the relevance of their degree, degree of satisfaction on their exit evaluation and performance of the services received from various service areas and service providers were interpreted as: not relevant/least satisfied/poor (1.0-1.49); somewhat relevant/ less satisfied/fair (1.50-2.49); relevant/moderately satisfied/ satisfactory (2.50-3.49); very relevant/highly satisfied/very satisfactory (3.5-4.49) and extremely relevant/ very highly satisfied/outstanding (4.50-5.0)

## RESULTS AND DISCUSSION

The following discussions present the data on graduates' profile, employment data, and related factors.

**Table 1. Profile of Respondents as to civil status**

Profile	BEEEd (f)	BSE (f)	BSA (f)
<b>Civil Status</b>	<b>30</b>	<b>9</b>	<b>33</b>
Single	25	7	30
Married	5	1	2
Single Parent		1	1

Table 1 presents the profile of respondents as to their civil status while Table 2 reflects the respondents' sex, eligibility and rating range.

It can be seen in Table 1 that out of 72 respondents 62 or 86% are single wherein the highest number is

observed from BSA (30); BEEEd (25) and BSE (7). This satisfies the claim of De Paulo [9] that 21<sup>st</sup> century is an age where most of the adults are living single.

**Table 2. Respondents' Profile in terms of Sex, Eligibility and Rating Range**

Profile	BEEEd (f)	BSE (f)	BSA (f)
<b>Sex</b>			
Male	5	3	17
Female	25	6	16
<b>Eligibility</b>			
With	28	8	4
Without	2	1	29
<b>Rating Range</b>			
75-80	23	6	
81-85	5	2	4

Females (47 or 65%) dominated males with 25 or 35%. It is interesting to note that the most number of female respondents are from the education courses (BEEEd) and (BSE). This is because across the country, teaching is observed to be a female-dominated profession as compared to other degree programs [10].

As to eligibility, 40 or 56% the respondents possess eligibility. BSE and BEEEd, respectively have the most number of eligibility compared to BSA. This can be attributed to the lesser number of agriculture graduates who are taking the agriculturist's licensure examination (ALE) as shown in Table 1. The graduates' rating range is from 75 to 80. In other words, it may imply a low passing percentage range.

**Table 3. Reason for Enrolling the course**

Reason for enrolling the course	BEE (Rank)	BSE (Rank)	BSA (Rank)
Affordable for the Family	1	1a	1
Influence of Parents	2	3	3
Prospect for Immediate Employment	3	4	7
Influence of Role Model	4	2	2
High Grades	5	6	9
Strong Passion to the Profession	6	7	8
No Particular Choice	10	10	10
Peer Influence	8	5	4
Availability of Course Offering	9	8	6
Attractive Compensation	7	9	5

Entering the college life is an opportunity for some if not most of the students who finished their secondary education studies. In selecting tertiary education schools, there are some factors to be considered as seen in Table 3.

The top three reasons that respondents had identified in enrolling their respective courses are affordability, influence of a role model and their parents. This disagrees with the result of the study conducted by Fizer [11] wherein he found out that family is the most influential factor in choosing a course, followed by considering the career as personally rewarding and for them eyeing to be an organization employee in the Future Farmers of America (FFA/4-H). However, it can be gleaned from the data that the least reason identified in enrolling is because of having no particular choice. This result coincides with the interview results conducted by the screening committee during enrolment period since the researchers of this study are members of the interview committee.

**Table 4. Employability Status**

Status	BEEd (f)	BSE (f)	BSA (f)
Employed	22	7	7
Unemployed	2	2	14
Self-employed	1		1
Underemployed	5		11

**Table 5. Reason for being unemployed**

Reason for unemployment	BEEd (f)	BSE (f)	BSA (f)
1. Family concern and decided not to find a job	1		4
2. No job opportunity	1		3
3. Did not look for a job			5
4. Health-related reason			1
5. Training for AFP			1

Table 4 shows the employment status of graduates while Table 5 presents the reason for being unemployed. It reflects that 36 or 50% of the graduates are employed, 19 (26%) of them are unemployed, 16 (22%) are underemployed since in this study it is defined as those graduates who are employed but whose employment is not in line with the course that he/she finished), and; 2 or 2 percent owns a business which made them be categorized as self-employed.

The main justifications for being unemployed of graduates are family concern; decided not to find a job; did not look for a job; no job opportunity, health-related

reason and training for another job. This negates with the result of the study conducted by Jun [12] wherein unemployed respondents reason in having that employment status is because they are still looking for a job.

**Table 6. Tenure of Office**

Tenure of Office	BEEd (f)	BSE (f)	BSA (f)
Permanent	16	2	10
Temporary	1	0	0
Casual	6	1	4
Contractual	5	6	4

Respondents are grouped according to their tenure of office as shown in Table 6. The table reveals that 28 or 51% of them holds a permanent position, 15 or 27% are contractual, 11 or 20% are casual, and 1 or 2 percent is temporary.

**Table 7. Type of Agency Working at**

Kind of Agency working at	BEEd (f)	BSE (f)	BSA (f)
Public	19	3	
Private		5	15
SUC	1		
LGU	8	1	3

It can be gleaned in Table 7 the type of agency where respondents work at. There are 22 or 40% of them working in public, 20 or 36% are at private agencies, 12 or 22% are in Local Government Unit (LGU), and 1 or 2% is at State Universities and Colleges (SUC).

**Table 8. Wait time in Having a Job**

Wait time in having a job	BEEd (f)	BSE (f)	BSA (f)
	<b>28</b>	<b>9</b>	<b>18</b>
Less than a month	1	1	1
1 to 6 months	7	2	7
7 to 11 months	8	3	3
1 year to less than 2 years	11	3	4
2 years to less than 3 years	2		

Table 8 presents the waiting period in having a job of the graduates. Out the 55 graduates (employed and underemployed), 16 or 29% has 1 year to less than 2 years wait time, 14 or 25% (7 to 11 months), 3 or 5 percent with less than a month of waiting and 4 percent with a wait time of 2 years to less than 3 years.

Being employed means receiving a remuneration in exchange for a service rendered, thus; the initial gross monthly earning of graduates is reflected in Table 9.

**Table 9. Initial Gross Monthly Earning**

Initial Gross Monthly Earning	BEEd (f)	BSE (f)	BSA (f)
	<b>28</b>	<b>9</b>	<b>18</b>
less than 5,000		2	5
5,000 to less than 10,000	5	3	9
10,000 to less than 15,000	3	2	2
15,000 to less than 20,000	15	2	2
20,000 to less than 25,000	5		

It can be seen that 19 or 34% of the respondents has PHP 15,000 to less than PHP 20,000 initial gross monthly earning while 17 or 31% earned PHP 5,000 to less than PHP 10,000, 7 or 13% with less than PHP 5,000, 7 or 13% with PHP 10,000 to less than PHP 15,000 and 5 (9 percent) earned PHP 20,000 to less than PHP 25,000. This is consistent with the result presented in Table 6 and Table 7 wherein most of the respondents are employed in public agencies.

**Table 10. Relevance of Curriculum as perceived by Graduates**

Program	Degree of Relevance	
	WM	VD
BEEd	3.62	Very Relevant
BSE	4.10	Extremely Relevant
BSA	3.35	Relevant

Determining the curriculum relevant to graduates can be a necessary tool to gain information on whether the said aspect is useful to an individual. Table 10 reveals the result of the degree of curriculum relevance.

The BSE respondents perceived their curriculum to be extremely relevant (4.10), while the BEEd (3.62) considers it as very relevant. On the other hand, the BSA perceived it as relevant (3.35). It can be associated with the employment status as reflected in table 3 since BSE respondents are highly employed due to the contribution of their curriculum. The same scenario is shown on the respondents from the BEEd while BSA respondents consider it with average contribution on their part because only few of them are able to feel the curriculum relevance due to its applicability on the world of work since only few of them are employed. It further shows that the curriculum's acceptance will be highly valued if it helps the graduate to be absorbed in the world of work since the return of investment is expected after acquiring an education [13]

Table 11 reflects the perceived competencies of respondents that have contributed to their employability. The role of the higher education sector is to supply suitably skilled graduates in the workplace [6]. One's employability can be attributed on the hard and soft skills developed by graduates while earning their pre-service education in their respective degree programs.

**Table 11. Competencies that have contributed to the employability of graduates as perceived by graduates**

Competencies/Skills	BEEd (Rank)	BSE (Rank)	BSA (Rank)
Information Technology	1	2	3
Human Relations	2	1	2
Communication	3	3	5
Critical Thinking	4	4	6
Problem Solving	5	5	4
Entrepreneurial	6	6	1

Being employed can be associated on the course earned by the individual and it may also depend on other factors such as educational qualification, academic performance, communication skills, technology skills, demonstration skills and among others. Graduates should have developed market-oriented skills while they are in their pre-service education to meet the challenging as well as the fast-changing needs of the employers [6]. Graduates should, therefore; be assessed whether they possess the necessary qualifications and skills that are considered to be relevant in their field of specialization and respective degree programs. Graduates vary in the result in ranking the competencies that helped them in entering the world of work. For BEEd, information technology, human relations, and communication skills are the top three competencies that they have identified, the BSE's top three necessary competencies that contributed to their employability are human relations, information technology, and communication skills while for BSA graduates the entrepreneurial skills, human relationships and information technology skills helped them in being absorbed in their workplace.

The degree of Satisfaction on Different Service Delivery Areas during the respondents' stay in the institution may serve as an input in improving and sustaining the performance of an institution along the selected indicators included in the study. The report is presented in Tables 12 (competencies developed), 13 (academic experience), 14 (student activities), 15 (infrastructure/facilities/resources), and; 16 (campus services).

It shows that the graduates are "highly satisfied" on the competencies that they received from their campus,

but; it is interesting to note that some of the indicators where they are "very highly satisfied" is on dealing with people which promotes the development of their human relations skills which is consistent with the competency that was pointed out in Table 11. The indicator that was rated as "satisfied" was on completing all assignments on time. This means that being on time should be enhanced among graduates.

**Table 12. The degree of Satisfaction on Competencies Developed**

Service Delivery Area	BEEd (VD)	BSE (VD)	BSA (VD)
<b>a. Competencies Developed</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>
The graduates...			
1. know right from wrong	VHS	HS	HS
2. deal with people	HS	VHS	VHS
3. conduct research	HS	VHS	HS
4. communicate well	HS	HS	HS
5. complete assignment on time	HS	HS	S

**Table 13. The degree of Satisfaction on Academic Experience**

Service Delivery Area	BEEd (VD)	BSE (VD)	BSA (VD)
<b>b. Academic Experience</b>	<b>VHS</b>	<b>VHS</b>	<b>VHS</b>
1. The environment is conducive and contributory to a quality learning experience.	VHS	VHS	VHS
2. The practicum/ojt/ research activities provided skills and abilities for future employment.	VHS	VHS	HS
3. The courses taken are attuned to the local and global standards.	VHS	VHS	HS
4. The current trends are incorporated in the course syllabus.	VHS	VHS	VHS
5. The administration is concerns of the students.	HS	HS	HS

Academic experience is an important factor in developing the employment characteristics of graduates, hence; their degree of satisfaction along this aspect can be gleaned in Table 13.

Academic experience-wise, they are "very highly satisfied" particularly on the conduciveness of learning environment that is contributory to a quality learning, current trends and development in the course syllabus are incorporated, needed skills and abilities for future employment are provided through practicum /on-the-job training/ research activities, courses taken

are attuned to the local and global standards. Indicator rated as "satisfactory" is on the administrator's sensitivity to the needs, complaints, and concerns of students. It implies that a more student-friendly and accommodating environment to students experiencing difficulties or problems be provided.

**Table 14. The degree of Satisfaction on Student Activities**

Service Delivery Area	BEEd (VD)	BSE (VD)	BSA (VD)
<b>c. Student Activities</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>
1. Involvement in school activities strengthens the student's camaraderie.	HS	HS	HS
2. Students activities are well planned and congruent with academic activities.	HS	HS	HS
3. Student organization provides an academic support system.	HS	HS	VHS
4. Training/ seminars foster the leadership potential of students.	HS	VHS	VHS
5. Participation in inter-agency/reinforce the student's ability to collaborate for nation-building.	HS	S	HS

Table 14 shows the degree of satisfaction of graduates on student activities sponsored by the institution that develops some of their personal and interpersonal skills prior to employment.

On student activities, graduates are "very highly satisfied" on training/seminars that foster the leadership potential of students. Indicators rated "highly satisfied" are on their participation/involvement in school activities that strengthen their camaraderie within the campus, student activities are well-planned and congruent with academic activities, however; a "satisfactory" rating is given to participation/involvement in inter-agency/inter-SUC activities reinforces the student's ability to collaborate for nation-building.

With the advent of the 21<sup>st</sup> century, it highly necessary that academic institutions offering various degree programs give emphasis and enough attention on their infrastructure, facilities and resources since it is associated with better learning outcomes since teachers can enhance and further enrich their teaching-learning activities. Hence, the quality of such are relevant indicators and/or predictors in retaining both teachers and students. Likewise, it may contribute to better performance because the kind of school facilities may improve teachers' commitment and effort in performing their job. On the same respect, students' achievement

may improve brought about by having higher degree of learning engagement [14].

**Table 15. The degree of Satisfaction on Infrastructure/Facilities/Resources**

Service Delivery Area	BEEd (VD)	BSE (VD)	BSA (VD)
<b>d. Infrastructure Facilities/Resources</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>
1. The library is spacious, well lighted and ventilated.	HS	HS	HS
2. The library holdings are updated with wide array of collections.	HS	HS	HS
3. The ICT are fast and accessible	MS	MS	MS
4. The comfort rooms are functional and well-maintained.	HS	HS	HS
5. The medical/dental office has readily available medicines.	MS	MS	MS

Table 15 reflects the degree of satisfaction of graduates in terms of Infrastructure/facilities/resources. In terms of infrastructure, they are "highly satisfied" on the library space, light and ventilation as well as on updated library holdings and a wide array of collections. They are "satisfied" on the comfort rooms' functionality and maintenance. Two of the indicators where they are "moderately satisfied" are on the speed, availability, and accessibility of the ICT infrastructure & services together with the readiness and availability of medicines in the medical/dental office.

**Table 16 The degree of Satisfaction on Campus Services**

Service Delivery Area	BEEd (VD)	BSE (VD)	BSA (VD)
<b>e. Campus Services</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>
1. Cashier	VHS	HS	HS
2. Scholarship	VHS	HS	HS
3. Registrar	VHS	VHS	VHS
4. Publication	HS	HS	HS
5. Guidance and Counseling	HS	HS	HS
6. Security	HS	HS	HS
7. Library	HS	MS	MS
8. Medical/Dental	MS	MS	MS

In general, the graduates are "highly satisfied" on-campus services such as on cashier, scholarship, publication, guidance & counseling, as well as on security. The students rated that way simply because the availability of human resources is observed along this service area and the process stipulated was properly observed. It conforms with the study of Eisma [15] where students rated the said services as "highly satisfied due to the very great extent of its implementation. On the same manner, in the campus, there is an assurance that security guards possess the necessary skills required in their job [16]. Likewise, they are "very highly satisfied" on the services received from the registrar. It can be associated with the appropriate ratio-proportion of the Office of the registrar to the number of students served and the presence of qualified personnel assigned in the registration and enrollment [15]. The services received from the library and medical/dental are rated "moderately satisfied." This result contradicts with the study of Eisma [15] because her study reveals that library, and medical-dental services received a very highly satisfied rating because of the presence of professionally trained personnel in the Medical and Dental services, likewise; with the adequacy of facilities and equipment in the Library Services and its accessibility to clients.

In hiring employees, each agency's head/employer has a standard set of qualification and/or criteria in hiring employees in order for them to meet the desired outputs and outcomes deemed necessary in their respective agencies.

**Table 17. Reasons of Employers for Hiring Graduate**

Reason	BEEd	BSE	BSA
1. Has possessed appropriate eligibility	1	1	1
2. The degree attained is relevant	2	2	2
3. Has a high GPA	3	4	3
4. Has potential	4	3	5
5. Has effective communication skills	5	5	4
6. Has attended pre-service training	6	7	8
7. Has received outstanding recognition/meritorious awards	7	8	9
8. Has specialized training and skills	8	5	7
9. Can work with minimum supervision	9	10	10
10. Has pleasing personality	10	9	6

Table 17 shows the selected indicators that were rated by the respondents' employers.

Employers are common in the first three reasons for hiring graduates. These are with appropriate eligibility; the degree attained is relevant and has a high GPA. The indicator "can work with minimum supervision" is last in rank. It satisfies the result of Gonzales, *et.al.* [8] study on employers' feedback on graduates wherein graduates in teacher education program were highly employed due to being able to possess a license to teach in elementary and secondary schools. The result is in contrast with the indicated important elements in hiring recent graduates since at the bottom in the list are college reputation, GPA and courses finished, top in the list are experiences outside of academics such as internships, job, volunteering and extracurriculars [17].

Graduates' competencies are considered to be of great importance in their future job since their productivity as an employee can be measured on how they execute their hard and soft skills once absorbed in the workplace. Of course, employers are going to hire graduates who possess the skills that are applicable to their companies, therefore; their performance should be evaluated in order to determine their acquired knowledge, skills and attitudes they gained from their respective institutions [18].

**Table 18. The Performance Level of Graduates as Described by Employers along Competence in Assigned Tasks**

Indicators	Performance Level		
	BEEEd (VD)	BSE (VD)	BSA (VD)
<b>a. Competence in Assigned Tasks</b>	VS	HS	S
1. Maintains orderliness in the working environment	VS	HS	S
2. Shows mastery in assigned tasks.	VS	VS	S
3. Ensures participation of co-workers.	VS	HS	VS
4. Monitors the quality and pacing of conducted activities and resulting evaluation.	VS	HS	VS
5. Utilizes different strategies to attain functional objectives.	VS	VS	VS

Tables 18 and 19 reflect the performance level of graduates as described by their respective employers along competence in assigned tasks and leadership skills.

Their competence on assigned tasks is "very satisfactory" in utilizing different strategies to attain functional objectives, ensures participation of co-

workers, monitors the quality and pacing of conducted activities, and resulting evaluation followed by shows mastery in assigned tasks and maintains orderliness in the working environment. It can be attributed to the kind of training that they received in their pre-service education and things that they had gained when they were exposed in their internship and practice teaching which serves as the bridge between theory and practice. It brought a positive impact on the personal and professional life of the graduates which are reflected in their respective workplaces.

**Table 19. The Performance Level of Graduates as Described by Employers along Leadership Skills**

Indicators	Performance Level		
	BEEEd (VD)	BSE (VD)	BSA (VD)
<b>b. Leadership Skills</b>	VS	HS	S
1. Serves as a model of excellent and inspiring professional ethics.	VS	HS	S
2. Leads others to be punctual in attendance and report submission.	VS	VS	S
3. Encourages others to earn relevant professional training.	VS	HS	VS
4. Innovates strategies to enhance work productivity.	VS	HS	VS
5. Acts as mentor/coach to the professional development of co-workers	VS	VS	VS

Leadership skills are as necessary as the other skills required by employers in hiring employees since this may make them an initiator in taking the lead in performing a task. Table 19 shows the performance of graduates along the said skill.

In terms of leadership skills, graduates are rated "very satisfactory" in leading others to be punctual in attendance and report submission, innovates strategies to enhance work productivity, encourages others to earn relevant professional training, serves as a model of good and inspiring professional ethics. It implies that they had embraced the core values instilled by their institution through the instruction and are truly aware of the value of time. However, they are "satisfactory" in acting as mentor/coach to the professional development of co-workers. It can be because they are still young in the service and do not possess enough knowledge and experience that can be shared with their colleagues.



## CONCLUSION

Most of the graduates are single, females, LET passers with rating ranged from 75-80%, and enrolled the course due to its affordability to the family. BSE and BEEd graduates were employed in public, on a regular teaching status, had a wait-time of 1 year to less than 2 years, and; with an initial gross income of 15,000 to less than 20,000. The curriculum as perceived by BSE is “extremely relevant”, BEEd graduates found it to be “very relevant” and BSA considered it as “relevant”. The competencies that contributed to graduates’ employment are information and technology skills, human relation skills and entrepreneurial skills. Graduates are “highly satisfied” on different services provide by the institution. Employers hire graduates due to appropriate eligibility they possessed and are described as very satisfactory in accomplishing assigned tasks and leadership skills.

## RECOMMENDATION

*Better Rating Range.* BEEd and BSE graduates’ examination rating range can be improved through some intervention activities like conducting intensive review sessions and providing remedial instruction to those students who are in need of improving further their performance to have a higher rating percentage. *Increasing number of Agriculturists Licensure Examinees.* Graduates in agriculture should be provided enough pre-service training, seminars, and workshops on other skills to enrich their know-how and be encouraged to take the ALE to improve their qualifications. It can be done through curriculum walk-through by assessing and evaluating whether the suggested activities, materials, equipment, facilities are implemented or not. Out of this, a development action plan reflecting the gaps identified to form the result of this study be cascaded to serve as the baseline of the authorities along this field to provide appropriate action for each like for example in encouraging the low interest of agriculture graduates in applying for the ALE and improving their employment opportunities.

*Improving the employment status of agriculture graduates.* The administration may assist the graduates in looking for job openings and opportunities to their graduates by conducting forging a Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) to the companies or organizations where they deploy the graduates and strengthen the developed skills of graduates so as to satisfy the required competencies of hiring agencies.

*Maintaining standards of services.* Indicators rated as “very highly satisfied” and “very satisfactory” should be

sustained by continually conducting such research and enriching the service providers’ knowledge, skills and providing incentives or implement the policy on exemplary performance to the service unit that performs their tasks above the expectations of their clientele.

*Enhancing the degree of Satisfaction.* Indicators that are “moderately satisfied” by the service providers should be improved by meeting the pre-set standards. Along the areas rated “satisfactory” by employers, an enhancement mechanism should be proposed by the graduates or by their respective agencies to meet their expectations and workplace standards to develop the graduates/employees’ unique potentials including the soft and hard skills are necessary and in-demand in the 21<sup>st</sup>-century global community. Graduate studies can also be of great help in enriching the coaching and mentoring skills despite their young age.

*Limitation of the Study.* The study was not able to look into the variables that are contributory in the performance of graduates in their licensure examination and the researchers are not able to include the extent of implementation aspect and other necessary indicators of the service areas along instruction, research, extension and production. Distinct work performance skill indicators in line with the degree programs can be crafted as part of the survey questionnaires to be administered to the employers, clients, stakeholders as well as self-evaluation of graduates is highly relevant for future research studies.

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