

Differences on Acquired Knowledge and Values from Job Profile of Technology and Livelihood Education Graduates: Inputs for Institutional Job Placement Program

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Abstract – *This study aimed to determine the level of acquired knowledge and values and test its differences when grouped according to job profile. Quantitative-descriptive type of research method was utilized in the study with 184 graduates of Bachelor of Technology and Livelihood Education (BTLEd) from one state college in the Philippines. Result showed that the graduates considered with very high level of enhanced teamwork spirit as contribution of the BTLEd program to their acquired values followed by creativity and innovativeness and work competencies for the acquired knowledge. Those graduates with jobs relevant to teacher education have significantly higher acquired knowledge in terms of improved learning efficiency. Those working students during college and who were already promoted from their work assignments have significantly higher response on creativity and innovativeness. Male graduates have significantly higher acquired values in terms of enhanced teamwork spirit. The graduates with higher acquired knowledge in terms of enhanced work competencies are those with less than six (6) months of job search and have been already promoted from work. The finding of the study served as basis to provide additional services for those unemployed or underemployed teacher education graduates during pandemic.*

Keywords – *academic knowledge, learning efficiency, teamwork spirit, work competencies*

INTRODUCTION

The college graduates are considered important products of higher education institutions where job placement serves as a result of quality instruction and service excellence. Boholano et al. [1] mentioned that “the real test for an educator or teacher and the greatness of universities lies in the employability of its graduates”. Employability depends on the knowledge, skills, attitudes and values infatuated, the way these assets are used and presented to employers in a milieu [1]. Graduate employment is one of key performance indicators of some world university rankings in defining the success measures of higher education institutions [2]- [6]. However, not all HEIs are consistent in tracing all their graduates to determine their status and how they perform as part of the workforce in different sectors of the society.

But the pandemic has tremendous effect to the employment in all business sectors and even the operations of the educational institutions. The National Economic Development Authority (NEDA) projects that the country’s unemployment rate in 2021 could range between 6 percent and 8 percent. “So long as we continue relaxing the quarantine levels, the economy

actually responds very fast [7] compared to 5.3 percent in 2019 before pandemic [8]. The unemployment and even the underemployment rate will continue to increase depending on how the government with full cooperation of the Filipino people in fulfilling the necessary actions to fight against the virus.

Despite of all these things, life must go on for most Filipinos, especially for those fresh graduates from college. It is also part of the responsibility of the academic institutions to ensure that the graduates may find appropriate jobs relevant to the degree program completed. But most of the time, these graduates landed to the work environment not directly associated with what they were prepared to become after college. Most teacher education graduates who are not yet passers of Licensure Examination are employed in business or other commercial establishments as clerk or secretaries while other remained unemployed if not underemployed. Most especially during pandemic where national board examinations had been stopped temporarily and the teacher education graduates could not be able to join the workforce in basic and higher learning institutions because they do not have appropriate licensed to teach at the moment. Although

other private secondary schools are allowing these teachers to be employed in contractual basis while waiting for the time of licensure examination in the Philippines.

The acquired knowledge and values of the graduates had been considered as important elements aside from technical skills in their job placement. Abarro [9] emphasized that the acquired knowledge and skills among teacher education graduates such as communication, human relations, information technology problem solving and critical thinking and the different areas such as general, professional education and specialization subjects are very useful to their employment. On this study, only the knowledge and work values [10]- [12] were considered as major variables in order to determine whether the knowledge gained by the graduates from the learning institutions would be considered to be on high extent for the graduates to find a job relevant to teacher education.

The identification of acquired values from the institution is an important aspect for social development of the students. The character and values of the graduates are essential component of the employability skills being developed by higher education institutions [2],[13]-[16]. The attitude and behavior are being given emphasis during hiring and selection of job applicants. Thus, it is essential for the higher education institutions to consider their core values at the center of their student development programs.

The job profile of the teacher education graduates has been considered an important part of the study in determining the employability of the graduates. Several indicators were included as profile in terms of length of job search, salary, type of organization and promotion, relevance of the present job to teacher education, employment status, source of information and reason for time gap from earning the degree and their first employment. These are significant information that will serve as an input for the higher education institution on how they can manage the curriculum as well as co-curricular activities to become more relevant to the needs of the students and other stakeholders.

OBJECTIVES OF THE STUDY

This study aimed to present the personal and job profile of Bachelor of Technology and Livelihood Education Graduates from 2017-2019; determine the level of the acquired Knowledge and Values from the BTLED program; test the significant difference on acquired knowledge and values when the BTLED Graduates are grouped according to profile; and

propose inputs to institutional job placement program in response to negative impact of pandemic to graduates.

MATERIALS AND METHODS

Research Design

The study utilized a quantitative descriptive type of research method with 184 graduate-respondents of Bachelor of Technology and Livelihood Education. Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. The main goal of descriptive research is to describe systematically the existing phenomena under the study [17].

Respondents

The respondents of the study are the graduates of Bachelor of Technology and Livelihood Education from 2017 to 2019 which composed of 49 Males and 135 females.

Table 1. Frequency Distribution of Respondents

Year Graduated	Total Graduates	Actual Respondents	% of Actual Respondents
2017	44	36	81.8
2018	41	38	92.7
2019	113	110	97.3
Total	198	184	92.9

Instrument

The survey instrument used for the study was an institutional questionnaire being used by the College taken from the prescribed instrument for Tracer Study of the Commission on Higher Education. The whole tracer study survey questionnaire was given to the graduates, but only certain part of the result was presented to this article based on the specific objectives.

Data Gathering Procedure and Ethical Consideration

The official list of BTLED graduates from 2017-2019 was secured from the Dean's Office of the College of Education and Registrar's Office. The questionnaire was administered to graduate-respondents through online form. The College SDS created the google form and sent to the program chairperson who happened to be the researcher of this study at the same. The researcher facilitated the distribution of the questionnaire through sending the

link to the group chats of the graduates also through emails. Only those graduates who are willing to participate in the study answered the questionnaire. Follow-up emails and messages to the students were sent to ensure that they have properly received the link for the study. Ethical considerations had been observed throughout the data gathering. They were informed regarding the purpose of the study as their way of helping the college in improving its services through their constructive feedback and employment data. They were given enough time to respond in the survey by allowing them to answer it for one month after the link of the survey was given to them. Names of the graduates were already deleted during the process of data analysis to ensure the anonymity of their responses.

Data Analysis

Frequency count, percentage, weighted mean and standard deviation are the descriptive statistical tools used in the analysis of contribution of BTLEd Program to skills improvement of the graduates while independent sample t-test for variables with two (2) categories and analysis of variance for variables with three (3) or more categories in testing the differences. The given scale was used to interpret the result of the data gathered: 1.00-1.49: Very Low (VL); 1.50-2.49: Low (L); 2.50-3.49: High (H); 3.50-4.00: Very High (VH).

RESULTS AND DISCUSSION

Table 2. Personal Profile of the BTLEd Graduates

Profile	Category	f	%
Year	2017	36	19.6
	2018	38	20.7
	2019	110	59.8
Sex	Male	49	26.6
	Female	135	73.4
Working Student during college	No	154	83.7
	Yes	30	16.3
Pursuing Further study	No	135	73.4
	Yes	49	26.6

Table 2 presents the profile of the BTLEd Graduates. The Bachelor of Technology and Livelihood Education Graduates are dominated by females with 135 or 73.4 percent against the 49 or 26.6 percent of males. Meanwhile, 30 or 16.3 percent of the graduates were working students during college. Furthermore, there are 49 or 26.6 percent of the surveyed graduates are enrolled in Master of Arts in teaching major in Technology and Livelihood Education. Others are pursuing TESDA courses in

Organic Agriculture Production and Trainer's Methodology. The finding of the study of Janer et al. [18] also confirmed the result of the present study which showed few numbers of teacher education graduates pursued advanced studies.

Table 3. Job Profile of the BTLEd Graduates

Profile	Category	f	%
Length of Job Search (n=167)	6 months and below	65	38.9
	after 1 year	69	41.3
	after 2 years	19	11.4
Salary (n=130)	Less than 10,000	57	43.8
	10,001-20,000	45	34.6
	20,001-40,000	18	13.8
Type of Organization	Government	59	45.4
	Private	61	46.9
Sector	Government Services	24	18.5
	Education	56	43.1
	Business	20	15.4
	Others	19	14.6
Promotion	No	100	76.9
	Yes	20	15.4

Table 3 presents the job profile of the graduates wherein out of the 167 graduates with present and previous jobs, 69 or 41.3 percent of them have landed their first job after one (1) year of graduation while the 65 or 38.9 percent of them within 6 months and the remaining 19 or 11.4 percent after two (2) years. Meanwhile, study of Aclan et al. [19] showed that majority of the surveyed teacher education graduates found a job within six (6) months because right after they took and passed licensure exam, they could be able to land a job immediately. Unlike the situation of the graduates of the present study, wherein it took them more than six (6) months after graduation or one (1) year before they took and passed the licensure exam. Most especially during pandemic, the licensure examination was postponed for health safety protocols. Another study from Mospan [20] in Ukraine showed transition period from university to the labor market for the majority (88.40%) of teacher education graduates lasts from 3 to 6 months.

Meanwhile, out of the 130 graduates with the present job, 57 or 43.8 percent of them are receiving less than 10,000 as monthly salary followed by the 45 or 34.6 percent with 10,001 to 20,000 monthly salary while 18 or 13.8 percent of them are already receiving more than Php 20,000.00. This finding was confirmed by the study of Almejas et al. [21] where one-third of the surveyed respondents have almost P16,000-20,999 monthly salary which is closely similar with the present finding.

Moreover, there are 61 graduates or 46.9 percent of them are presently employed in private organizations while 59 or 45.4 are working in government agencies. Meanwhile, the study of Almejas et al. [21] which also showed almost similar result with 47.54 percent are employed in public schools.

There are 56 or 43.1 percent of them are working in education sector followed by the group of graduates with 24 or 18.5 percent in government services while 20 or 15.4 percent in business sector and the other group of graduates are working in Immigration Consultancy, medical field, Telecom, manufacturing industry, agriculture, Engineering and surveying which comprised of 19 or 14.6 percent. Mospan et al [20] also confirmed that graduates of teacher education in Ukraine were also employed in service and business sectors as significant place for the employment of university graduates.

When they were asked regarding promotion, 20 or 15.4 percent of them answered that they have experienced already to be promoted while 100 or 76.9 percent of the graduates were not yet promoted even once.

Table 4. Graduates' Job Profile in terms of Present and Previous Jobs

Profile	Category	F	%
Relevance of Present Job	Not Relevant	64	49.2
	Relevant	55	42.3
Relevance of Previous Job	Not Relevant	81	48.5
	Relevant	31	18.6
Previous Job	No	72	39.1
	Yes	112	60.9
Previous and Present Job	No Present & Previous Job	21	11.2
	With Previous Job but no Current Job	49	26.1
	Change Job	61	32.4
	Still in the Current Job	56	29.8
Present Position Description	Problem Solver	32	24.6
	Educator	8	6.2
	Innovator	15	11.5
	Creator	12	9.2
	Consultant	25	19.2
	Technopreneur	8	6.2
	Entrepreneur	1	0.8
Statistician	1	0.8	

Table 4 presents the graduates' job profile in terms of present and previous jobs. When the students were asked regarding the relevance of their present job to teacher education, 64 or 49.2 percent of them have jobs which are not related to teacher education while 55 or

42.3 percent of them have relevant jobs to teaching profession. Likewise, 81 or 48.5 percent of the graduates have previous jobs which are not relevant to teacher education while 31 or 18.6 percent of them have landed to jobs related to education. When the graduates were asked regarding their previous and present job, 61 or 32.4 percent of them have already changed their jobs while 56 or 29.8 percent of them are still in the current job. There are 49 or 26.1 percent of the graduates have previous jobs but no current job during the data gathering while 21 or 11.2 percent of the surveyed graduates have never experienced to get any job after graduation.

When the respondents were asked which best describes their current position about career accomplishment relevant to their field or sector of employment, 32 or 24.6 percent of them answered as problem solver followed by as consultant (25 or 19.2%), innovator (15 or 11.5%) and creator (12 or 9.2%). Other graduates answered as educator (8 or 6.2%) and technopreneur (8 or 6.2%) while the least group considered themselves as entrepreneur (1 or 0.8%) and statistician (1 or 0.8%).

Table 5. Status of Graduates

Profile	Category	f	%
Employment Status	Never Employed	21	11.4
	Previously Employed	35	19.0
	Currently Employed	128	69.6
Work Status	Part-time	43	33.1
	Full-time	84	64.6
Current Status	Working full-time	76	41.3
	Working part-time but not seeking full-time work	6	3.3
	Working part-time but seeking full-time work	36	19.6
	Not working and looking for a job	56	30.4
	Self-employed	10	5.4

Table 5 presents the status of graduates. There are 128 graduates or 69.6 percent who are currently employed while 35 or 19.0 percent who are previously employed but unemployed during the data gathering and 21 or 11.4 percent who are never been employed even once. Regarding their work status, 84 or 64.6 percent of them have a full-time work status while 43 or 33.1 percent of them with part-time status. On the other hand, when they were asked regarding the status, there are 77 or 41 percent working full-time wherein other graduates are working full-time with self-employed status (10 or 5.3%). Accordingly, almost half of the teacher education graduates surveyed from the

study of Wright and Grenier [22] in the US were securing full-time teaching positions in health and/or Physical Education while almost one-third of the graduates are teaching part-time. Meanwhile, there are 36 or 19.6 percent of the graduates are working part-time but seeking full time work while the 6 or 3.3 percent of them are working part-time but not seeking for full-time job. Moreover, there are 56 or 30.4 percent of the graduates are currently unemployed.

Table 6. Source of Information for the current job

Source of Information	f	%
1. Friends	54	42.2
2. Written inquiries	8	6.2
3. College Officials or Employees	3	2.3
4. Relatives	19	14.6
5. SDS/Placement office	4	3.1
6. Advertisement in media	10	7.7
7. Others: Personal/ Ministry	2	1.6

Table 6 presents the source of information for the current job. Result showed that 54 or 42.2 percent of them obtained the information from their friends while 19 or 14.6 percent came from their relatives and 10 or 7.7 percent from advertisement in media. Furthermore, the graduates also obtained information from written inquiries (8 or 6.2%) and through the help of SDS/Placement Office of the College (4 or 3.1%) as well as through the recommendation of college officials or employees (3 or 2.3%). Other sources include personal inquiries and through the help of their ministry (2 or 1.6%). The study of Mospan [20] confirmed that the most typical employment mechanisms for graduates are information sites and their friends or relatives help and support.

Table 7. Reasons for the time gap from earning the degree and the first employment

Reasons	f	%
Financial Reason	26	13.8
Review for Board Exam/Further study	113	60.1
Rest	28	14.9
Covid	6	3.2
Sick Relative	4	2.1
Health Condition	4	2.1

Table 7 presents the reasons for the time gap from earning the degree and the first employment. Result showed that the number one reason for having immediate employment is the review for board exam/further study (113 or 60.1%). They also wanted to take some rest (28 or 14.9%) after the graduation and other graduates find some financial reasons (26 or 13.8%) and due to COVID pandemic (6 or 3.2%).

Meanwhile, some graduates also took care for their sick relatives (4 or 2.1%) and due to their health condition (4 or 2.1%). Solis-Foronda [23] mentioned the importance of board examination for teachers as means to test the capability of graduates to demonstrate the knowledge and skills of the teaching profession. The author also added that the mission, vision, and core values of learning institutions are achieved not by the facilities or administration but by how teachers embodied these in their practice. Taking advanced studies is one of the initiatives of the graduates to advance their career while waiting for the board examination schedule during pandemic.

Table 8. Summary of the Acquired Knowledge and Values

	Mean	SD	VI	Rank
Enhanced academic knowledge	3.43	±0.67	H	5
Improved learning efficiency	3.49	±0.59	H	4
Enhanced creativity & innovativeness	3.56	±0.63	VH	2.5
Enhanced teamwork spirit	3.66	±0.53	VH	1
Enhanced work competencies	3.56	±0.60	VH	2.5
Composite Mean	3.54	±0.49	VH	

Table 8 presents the summary of the acquired knowledge and values among the graduates. They strongly believed that they have enhanced their team spirit ($M=3.66$, $SD=±0.53$) as well as their creativity and innovativeness ($M=3.56$, $SD=0.63$) and work competencies ($M=3.56$, $SD=±0.6$) from the program. Furthermore, they also improved their learning efficiency ($M=3.49$, $SD=±0.59$) and enhanced their academic knowledge ($M=3.43$, $SD=±0.67$) with the least mean score. The computed composite mean score of 3.54 implies that the graduates acquired a very high level of knowledge and values from the program based on the result of the survey. One study from Hong Kong [24] revealed that between 30% and 40% of respondents reported their schools possessing facilitating factors such as team spirit among teachers, teacher participation in formulating the guidance policy, school management and teachers sharing a common vision, provision of sufficient resources and teacher training. Developing the team spirit among teacher education students is an important component of their success in the teaching profession [25], [26] because it stimulates trust and confidence to work in a multidisciplinary team that develops other soft skills like leadership and communication skills.

Table 9. Differences on Acquired Academic knowledge from the Program according to Job Profile

Profile	Category	Mean	SD	t/f-value	df	p-value
Sex	Male	3.41	±0.67	-.210	182	.834
	Female	3.43	±0.67			
Employment Status	Unemployed	3.43	±0.60	.075	182	.940
	Employed	3.42	±0.70			
Length of Job Search	<6 months	3.46	±0.64	.772	146	.464
	after 1 Year	3.36	±0.66			
	after 2 years	3.23	±0.93			
Relevance of Present Job	Not Relevant	3.33	±0.71	-1.376	114.184	.172
	Relevant	3.51	±0.72			
Sector	Government Services	3.25	±0.74	.733	118	.534
	Education	3.50	±0.71			
	Business	3.35	±0.75			
	Others	3.42	±0.69			
Salary	<10k	3.40	±0.70	.970	119	.382
	10,001-20K	3.33	±0.77			
	20,001-40k	3.61	±0.61			
Working Student	No	3.41	±0.67	-.688	44.594	.495
	Yes	3.50	±0.67			
Further study	No	3.39	±0.65	-1.052	182	.294
	Yes	3.51	±0.73			
Promotion	No	3.41	±0.73	.057	118	.955
	Yes	3.40	±0.68			
Previous Job	No	3.50	±0.65	1.229	182	.220
	Yes	3.38	±0.68			
Previous and Present Job	No Present & Previous Job	3.57	±0.60	.393	182	.758
	With Previous Job but no Present Job	3.41	±0.57			
	Change Job	3.41	±0.76			
	Still in the Present Job	3.39	±0.68			

* Significant at $p < .05$

Table 9 reveals the differences on acquired academic knowledge from the Program when grouped according to job profile. Result showed that no significant difference exists on the acquired academic knowledge among the graduates when they are grouped according to their job profile as denoted by the computed p-values of greater than 0.05 alpha level. But it can be noted the result for the relevance of present job as one of the profiles with the highest computed t-value of -1.376 and lowest p-value of .172 which is closer to less than 0.1 alpha level, though the result is not statistically significant, but it can still be considered an important factor to consider the difference of 0.18 from the mean scores of those graduates with relevant present jobs ($M=3.51$, $SD=\pm 0.72$) with higher acquired academic knowledge compared to those graduates whose jobs are not relevant ($M=3.33$, $SD=\pm 0.71$) to teacher education. Higher Education Institutions always aim for their graduates to be employed in the nature of the job most relevant to what discipline or

specialization they have taken from college so that there will be no record of underemployment. Although the acquired academic knowledge of the teacher education graduates has no significant difference on this study but the graduates should always try to utilize and maximize their competencies and talents in the teaching profession [27], [28].

Moreover, those graduates who are pursuing further study ($M=3.51$, $SD=\pm 0.73$) have also higher level of acquired academic knowledge than those who are not ($M=3.39$, $SD=\pm 0.65$). Meanwhile, male ($M=3.41$, $SD=\pm 0.67$) and Female ($M=3.43$, $SD=\pm 0.67$) graduates have acquired similar level of academic knowledge from the program with no significant difference exists ($t=-2.10$, $p=.834$). There is no significant difference ($t=.075$, $p=0.940$) on the acquired academic knowledge between unemployed ($M=3.43$, $SD=\pm 0.60$) and employed ($M=3.42$, $SD=\pm 0.70$) graduates which signifies that they have acquired same level of academic knowledge from the college, and this is not a

factor that determines their employment status. When it comes to the length of job search, no significant difference exists ($f=.772, p=.464$) for those graduates who landed their first job within six (6) months ($M=3.46, SD=\pm 0.64$) but they have higher mean score on academic knowledge compared to those graduates who found their first job after two (2) years ($M=3.23, SD=\pm 0.93$). Though, this is not statistically significant, it can still be considered an important area to consider in improving the academic knowledge of the students through various extra-curricular activities.

Those graduates belong to education sector ($M=3.50, SD=\pm 0.71$) have higher level of computed score for the acquired academic knowledge compared to those graduates in the government services ($M=3.25, SD=\pm 0.74$). Moreover, those graduates with more than Php 20,000 ($M=3.61, SD=\pm 0.61$) initial monthly salary have higher level of acquired knowledge compared to those graduates who are receiving Php 10,001.00 to 20,000.00 ($M=3.33, SD=\pm 0.77$). Although the variances between these groups do not vary significantly, it is good to note the difference on the mean scores to take some programs that will improve the knowledge of the students to really bring them to education sector as their first job placement and receive higher salary brackets.

Those who are working student ($M=3.50, SD=0.67$) during their college have little higher level of acquired academic knowledge compared to those full-time students ($M=3.41, SD=\pm 0.67$) but no significant difference exists ($t=-0.688, p=0.495$) between these groups of graduates.

Furthermore, no significant difference exists on the acquired academic knowledge when the graduates are grouped according to promotion ($t=0.057, p=0.955$) previous job ($t=1.299, p=0.220$), previous and present job ($f=0.393, p=0.758$). This signifies that the acquired academic knowledge of the surveyed graduates could not be able to determine if they will be immediately promoted, and if they will be changing their initial jobs. Promotion has been part of the goal of teacher education graduates in accepting higher responsibilities based on their achievements and qualifications [29],[30]. They also have some plans of enrolling in the Graduate Studies to advance their professional career.

Table 10 reveals the differences on the acquired knowledge in terms of improved learning efficiency from the program when grouped according to job profile. Result showed that there is a significant difference ($t=-2.011, p=0.047$) wherein those graduates

with relevant work assignment to teacher education has significantly higher response on the improved learning efficiency compared to those graduates with jobs which are not relevant to teaching profession. This signifies that acquiring knowledge on how to improve learning efficiency can be considered an important factor to have job placement relevant to teacher education.

Meanwhile, no significant difference exists on improved learning efficiency ($t=.214, p=.831$) when grouped according to sex where male ($M=3.51, SD=.58$) and female ($M=3.49, SD=.59$) have almost similar responses on how they acquired knowledge from the program. Likewise, no significant difference exists ($t=.082, p=.934$) between unemployed ($M=3.50, SD=.60$) and employed ($M=3.49, SD=.59$) graduates which signifies that their responses on learning efficiency is not a factor that can be considered to determine the employment status of the graduates. Furthermore, in terms of length of job search, no significant difference exists ($f=.805, p=.449$) although those graduates with less than six (6) months to find the job have higher response on the acquired knowledge in terms of the improved learning efficiency compared to those graduates who landed their first job after two (2) years. After graduation, teacher education graduates have plans of taking review classes in preparation for licensure examination instead of giving priority to get their first job. But some of them tried to be employed in the jobs which are not related to teaching profession to support the immediate needs of the family.

Moreover, no significant difference exists when the respondents are grouped according to sector ($f=1.177, p=.322$) although those graduates belong to education sector ($M=3.61, SD=\pm 0.56$) have higher response on learning efficiency than those within government services ($M=3.38, SD=\pm 0.65$).

Another no significant difference when grouped according to Monthly salary ($f=.791, p=\pm 0.456$) although those graduates with more than Php 20,000.00 salary ($M=3.61, SD=\pm 0.50$) have higher response on learning efficiency than graduates with 10,000 to 20,000.00 salary ($M=3.42, SD=\pm 0.58$). Salary is another important motivational factor for the employees aside from the challenges and experiences they can obtain from their first job placement. Although the result of this study showed that salary is not factor in the acquired knowledge of students in terms of their improved learning efficiency, but other studies showed its significance to other professional dimensions like job satisfaction [31]-[33], and career transition [34].

Table 10. Differences on Acquired Knowledge in terms of Improved learning efficiency from the Program when grouped According to Job Profile

Profile	Category	Mean	SD	t/f-value	Df	p-value
Sex	Male	3.51	±0.58	.214	182	.831
	Female	3.49	±0.59			
Employment Status	Unemployed	3.50	±0.60	.082	182	.934
	Employed	3.49	±0.59			
Length of Job Search	<6 months	3.52	±0.56	.805	146	.449
	after 1 Year	3.43	±0.65			
	after 2 years	3.31	±0.63			
Relevance of Present Job	Not Relevant	3.41	±0.58	-2.011*	117	.047
	Relevant	3.62	±0.56			
Sector	Government Services	3.38	±0.65	1.177	118	.322
	Education	3.61	±0.56			
	Business	3.45	±0.51			
	Others	3.42	±0.61			
Salary	<10k	3.53	±0.60	.791	119	.456
	10,001-20K	3.42	±0.58			
	20,001-40k	3.61	±0.50			
Working Student	No	3.47	±0.61	-1.044	182	.298
	Yes	3.59	±0.50			
Further study	No	3.47	±0.60	-.770	182	.442
	Yes	3.55	±0.58			
Promotion	No	3.48	±0.59	-.844	118	.400
	Yes	3.60	±0.50			
Previous Job	No	3.53	±0.60	.605	182	.546
	Yes	3.47	±0.58			
Previous and Present Job	No Present & Previous Job	3.48	±0.68	.066	182	.978
	With Previous Job but no Present Job	3.49	±0.58			
	Change Job	3.52	±0.59			
	Still in the Present Job	3.48	±0.57			

* Significant at $p < .05$

No significant difference exists ($t = -1.044$, $p = .298$) between working student ($M = 3.59$, $SD = .50$) and full-time student ($M = 3.47$, $SD = \pm 0.61$) during college, although working students have higher response in terms of learning efficiency. Those graduates who are pursuing further study ($M = 3.55$, $SD = \pm 0.58$) have higher response on learning efficiency than those who are not enrolled in any advanced degree ($M = 3.47$, $SD = \pm 0.60$), though no significant difference exists ($f = -.770$, $p = .442$) between the two (2) groups. This signifies that acquiring learning efficiency from the program could not be able to determine the chance of enrolling for further studies after college.

Those graduates who are once promoted ($M = 3.60$, $SD = .50$) have higher response on learning efficiency compared to those who were not yet promoted ($M = 3.48$, $SD = .59$) but no significant difference exists ($t = -.844$, $p = .400$) in terms of promotion. Those graduates who have no previous jobs ($M = 3.53$, $SD = .60$) have higher response on learning efficiency

compared to those who have previous jobs ($M = 3.47$, $SD = .58$) but no significant difference exists ($t = .605$, $p = .546$) in terms of previous job assignment.

Those graduates who have changed their jobs ($M = 3.52$, $SD = .59$) have little higher response on learning efficiency compared to those who have no present and previous job ($M = 3.48$, $SD = .68$) and those who stayed in their present jobs ($M = 3.48$, $SD = .57$) but no significant difference exists ($t = .605$, $p = .546$) in terms of previous and present jobs.

Table 11 reveals the differences on acquired values in terms of enhanced creativity and innovativeness from the Program when grouped according to job profile. Result showed that significant difference exists on enhanced creativity and innovativeness ($t = -1.938$, $p = .047$) where those working students ($M = 3.72$, $SD = \pm .46$) have significantly higher response than those full-time students ($M = 3.53$, $SD = \pm .66$).

Table 11. Differences on Acquired Values in terms of Enhanced creativity and innovativeness from the Program when grouped According to Job Profile

Profile	Category	Mean	SD	t/f-value	Df	p-value
Sex	Male	3.63	±0.64	.889	182	.375
	Female	3.54	±0.63			
Employment Status	Unemployed	3.52	±0.63	-.676	182	.500
	Employed	3.58	±0.63			
Length of Job Search	<6 months	3.60	±0.55	1.236	146	.294
	after 1 Year	3.42	±0.72			
	after 2 years	3.54	±0.88			
Relevance of Present Job	Not Relevant	3.55	±0.66	-1.092	117	.277
	Relevant	3.67	±0.58			
Sector	Government Services	3.42	±0.78	1.335	118	.266
	Education	3.66	±0.58			
	Business	3.75	±0.44			
	Others	3.53	±0.70			
Salary	<10k	3.65	±0.52	1.228	119	.297
	10,001-20K	3.49	±0.79			
	20,001-40k	3.72	±0.46			
Working Student	No	3.53	±0.66	-1.938*	60.672	.047
	Yes	3.72	±0.46			
Further study	No	3.52	±0.63	-1.633	182	.104
	Yes	3.69	±0.62			
Promotion	No	3.56	±0.66	-2.127*	41.331	.039
	Yes	3.80	±0.41			
Previous Job	No	3.66	±0.60	1.733	182	.085
	Yes	3.50	±0.64			
Previous and Present Job	No Present & Previous Job	3.67	±0.66	1.240	182	.297
	With Previous Job but no Present Job	3.43	±0.61			
	Change Job	3.57	±0.67			
	Still in the Present Job	3.64	±0.59			

* Significant at $p < .05$

This signifies that those working students during college have acquired higher level of values in terms of enhanced creativity and innovativeness than those full-time students. Being working student gives them a sense of higher responsibility that they really need to become fully determined on what they are doing for the sake of their future career through being creative and innovative. Akhmetshin et al [35] mentioned that the working students are critical in relation to educational program and environment of their university as a formative factor of entrepreneurial thinking. These students have higher possibility to develop innovative and creative ideas because of their work experience and level of maturity demonstrated in the workplace.

Significant difference exists ($t = -2.127, p = .039$) for those graduates who were already promoted ($M = 3.80, SD = \pm .41$) have significantly higher acquired values on enhanced creativity and innovativeness compared to those who are not yet promoted even once ($M = 3.56, SD = \pm .66$). Promotion of the graduates at work can be

described by their acquired values on creativity and innovativeness from the program.

Furthermore, no significant difference exists ($t = .889, p = .375$) between males and females, although males ($M = 3.63, SD = \pm .64$) have little higher response than females ($M = 3.54, SD = \pm .63$). No significant difference exists ($t = -.676, p = .500$) in terms of employment status, though employed graduates ($M = 3.58, SD = \pm .63$) have little higher response than unemployed graduates ($M = 3.52, SD = \pm .63$). There is no significant difference exists ($f = 1.236, p = .294$) in terms of length of job search, though those graduates who landed their first jobs within 6 months have little higher response on creativity and innovativeness than those who landed after 1 year ($M = 3.42, SD = \pm .72$) after graduation.

No significant difference exists ($t = -1.092, p = .277$) in terms of relevance of present job to teacher education. Although those graduates with relevant present job ($M = 3.67, SD = .58$) to teaching profession have a little higher response compared to those

graduates with jobs not related ($M=3.55$, $SD=\pm.66$) to teacher education. Furthermore, no significant difference exists ($f=-1.335$, $p=.266$) in terms of sector, although those graduates belong to business sector ($M=3.75$, $SD=\pm.44$) have little higher response on creativity and innovativeness than those graduates working in government services ($M=3.42$, $p=.78$).

No significant difference exists ($f=1.228$, $p=.297$) in terms of monthly salary. Although those graduates who are receiving more than 20,000.00 per month ($M=3.72$, $SD=\pm0.46$) have a little higher response than those graduates who are receiving from 10,001.00 to 20,000.00 ($M=3.49$, $SD=\pm.49$). Likewise, no significant difference exists ($t=-1.633$, $p=.104$) in terms of further study. Those graduates who are pursuing further studies ($M=3.69$, $SD=\pm.62$) have a little higher

response than those who are not enrolled in any advanced studies ($M=3.52$, $SD=\pm.63$). The acquired values from enhanced creativity and innovativeness are not factors that determines the possibility of the graduates to enroll in advanced studies after college. In addition, no significant difference exists ($f=1.240$, $p=.297$) in terms of previous and present jobs. Although, those graduates with no present and previous job ($M=3.67$, $SD=\pm.66$) have higher response than those with previous jobs but no present job ($M=3.43$, $SD=\pm.67$).

This signifies that the acquired values on creativity and innovativeness is not a factor that could determine the possibility for the graduates to change and stay on their first jobs.

Table 12. Differences on Acquired Values in terms of Enhanced teamwork spirit According to Job Profile

Profile	Category	Mean	SD	t/f-value	Df	p-value
Sex	Male	3.78	± 0.42	2.049*	110.645	.043
	Female	3.62	± 0.56			
Employment Status	Unemployed	3.67	± 0.54	.222	182	.825
	Employed	3.65	± 0.52			
Length of Job Search	<6 months	3.69	± 0.50	.706	146	.496
	after 1 Year	3.58	± 0.58			
	after 2 years	3.62	± 0.65			
Relevance of Present Job	Not Relevant	3.64	± 0.48	-.330	117	.742
	Relevant	3.67	± 0.58			
Sector	Government Services	3.58	± 0.50	.372	118	.773
	Education	3.66	± 0.58			
	Business	3.75	± 0.44			
	Others	3.63	± 0.50			
Salary	<10k	3.67	± 0.55	.872	119	.421
	10,001-20K	3.69	± 0.47			
	20,001-40k	3.50	± 0.62			
Working Student	No	3.65	± 0.54	-.694	182	.488
	Yes	3.72	± 0.46			
Further study	No	3.66	± 0.52	.198	182	.844
	Yes	3.65	± 0.56			
Promotion	No	3.63	± 0.54	-1.059	31.565	.297
	Yes	3.75	± 0.44			
Previous Job	No	3.68	± 0.55	.336	182	.737
	Yes	3.65	± 0.51			
Previous and Present Job	No Present & Previous Job	3.76	± 0.54	.330	182	.804
	With Previous Job but no Present Job	3.63	± 0.53			
	Change Job	3.67	± 0.51			
	Still in the Present Job	3.64	± 0.55			

* Significant at $p < .05$

Table 12 reveals the differences on acquired values in terms of enhanced teamwork spirit from the program when grouped according to job profile. Result showed that significant difference exists when grouped according to sex ($t=2.049$, $p=.043$) where male

($M=3.78$, $SD=\pm.42$) graduates have significantly higher response than female ($M=3.62$, $SD=\pm.56$). Meanwhile, no significant difference exists on employment status ($t=.222$, $p=.825$) between unemployed ($M=3.67$, $SD=\pm.54$) and employed ($M=3.65$, $SD=\pm.52$) graduates

in terms of acquired values on enhanced teamwork spirit. No significant difference exists on length of job search ($f=.706, p=.496$), although those graduates who landed their first jobs within 6 months ($M=3.69, SD=\pm.50$) have higher response teamwork spirit compared to those graduates who found their first job after one year ($M=3.58, SD=\pm.58$).

Furthermore, no significant difference exists ($t=-.330, p=.742$) on relevance of present job between those graduates with jobs relevant to teacher education ($M=3.67, SD=\pm.58$) and those not relevant ($M=3.64, SD=\pm.48$) to teaching profession. The responses of two (2) groups in the enhanced teamwork spirit do not statistically vary which also signifies that it is not a factor that determines whether the graduates could be able to get their first job as relevant or not relevant to teacher education.

Moreover, no significant difference exists ($f=.372, p=.773$) when the employed graduates are grouped according to sector. Those graduates who belong to business sector ($M=3.75, SD=\pm.44$) have a little higher response on the enhanced teamwork spirit compared to those employed in government services ($M=3.58, SD=\pm.50$). Likewise, no significant difference exists ($f=.872, p=.421$) when then the respondents are grouped according to monthly salary. Result showed that those employed graduates who are receiving 10,001.00 to 20,000.00 have little higher response compared to those graduates who are receiving more than Php 20,000.00 ($M=3.50, SD=\pm.62$). It can be noted that those who have lower monthly salary are those with higher response on teamwork spirit.

No significant difference exists ($t=-.694, p=.488$) between working and not working students during college. Though working students ($M=3.72, SD=\pm.46$) have a little higher response on teamwork spirit compared to those full-time students ($M=3.65, SD=\pm.54$). No significant difference exists ($t=.198, SD=\pm.844$) between those graduates who are pursuing further studies ($M=3.65, SD=\pm.56$) and not enrolled to any advanced degree ($M=3.66, SD=\pm.52$). This signifies that the responses of the graduates on the acquired values in terms of the enhanced teamwork spirit is not a factor that determines the possibility for graduates to pursue further studies after college. There is still a tendency for the graduates to pursue advanced studies even though they acquired low level of teamwork spirit from the program.

No significant difference exists ($t=-1.059, p=.297$) between employed graduates who were promoted even once ($M=3.75, SD=\pm.44$) compared to those who have

not promoted yet ($M=3.63, SD=\pm.54$). Although the level of response of those who have experienced already to be promoted is a little bit higher than those did not. Likewise, no significant difference exists ($t=.336, p=.737$) between graduates with and without previous jobs. Those graduates without previous job ($M=3.68, SD=\pm.55$) have a little higher response on teamwork spirit compared to those with previous job ($M=3.65, SD=\pm.51$).

No significant difference exists ($f=.330, p=.804$) when taken into consideration the previous and present job of the graduates. Those graduates with no present and previous job ($M=3.76, SD=\pm.54$) have a little higher response on teamwork spirit compared to those with previous job but no present job ($M=3.63, SD=\pm.53$). This signifies that the response of graduates on teamwork spirit is not a factor that determines whether the graduates would have the tendency to change or stay on their jobs or not to have a job at all. Because it can be noted that those graduates with no work experience are the ones with higher response on teamwork spirit. Abbas and Nawaz [36] emphasized that the creation of teamwork spirit is an indispensable requirement in every organization where groups perform different functions of their organization in their workplace.

Table 13 reveals the differences on acquired knowledge in terms of enhanced work competencies from the program when grouped according to job profile. Result showed that significant difference exists on the length of job search ($f=2.569, p=.040$). Those graduates with less than 6 months ($M=3.66, SD=\pm.54$) of job search have significantly higher response on enhanced work competencies compared to those who found their jobs after one year ($M=3.42, SD=\pm.60$).

This signifies that the responses of graduates on enhanced work competencies can be considered as important factor to describe the length of job search of the graduates based on the result. But it can also be noted that those employed after 2 years have also a high level of work competencies.

Furthermore, significant difference exists on the job profile in terms of promotion ($t=-2.340, p=.024$). Employed graduates who were promoted ($M=3.80, SD=\pm.41$) have significantly higher response on work competencies compared to those without promotion yet ($M=3.54, SD=\pm.63$) at work. This signifies that the response of the employed graduates on work competencies can be considered as important factor to describe if the graduates can be promoted within one (1) to two (2) years period.

Table 13. Differences on Acquired Knowledge in terms of Enhanced work competencies from the Degree Program when grouped According to Job Profile

Profile	Category	Mean	SD	t/f-value	Df	p-value
Sex	Male	3.59	±0.54	.377	182	.707
	Female	3.55	±0.63			
Employment Status	Unemployed	3.50	±0.63	-.968	182	.335
	Employed	3.59	±0.59			
Length of Job Search	<6 months	3.66	±0.54	2.569*	146	.040
	after 1 Year	3.42	±0.60			
	after 2 years	3.54	±0.97			
Relevance of Present Job	Not Relevant	3.53	±0.53	-1.114	117	.267
	Relevant	3.65	±0.67			
Sector	Government Services	3.46	±0.51	.523	118	.667
	Education	3.64	±0.67			
	Business	3.60	±0.50			
	Others	3.58	±0.61			
Salary	<10k	3.53	±0.68	.517	119	.597
	10,001-20K	3.62	±0.53			
	20,001-40k	3.67	±0.49			
Working Student	No	3.55	±0.61	-.628	182	.531
	Yes	3.63	±0.55			
Pursuing Further study	No	3.54	±0.63	-.881	182	.380
	Yes	3.63	±0.53			
Promotion	No	3.54	±0.63	-2.340*	39.195	.024
	Yes	3.80	±0.41			
Previous Job	No	3.65	±0.63	1.557	182	.121
	Yes	3.51	±0.58			
Previous and Present Job	No Present & Previous Job	3.71	±0.56	1.096	182	.352
	With Previous Job but no Present Job	3.45	±0.61			
	Change Job	3.59	±0.56			
	Still in the Present Job	3.59	±0.65			

* Significant at $p < .05$

Graduate competencies are the combination of knowledge, skills or abilities that play important roles in the successful completion of a task at work [37]. Teacher education graduates with higher response on work competencies are those already promoted in their current jobs. Students were trained to accept different responsibilities through conducting co-curricular activities where they exercised the value of teamwork, perseverance, dedication, and hard work. These values contributed a lot in honing the character of the students who were already promoted in their respective departments.

No significant difference on work competencies ($t=.377, p=.707$) between male ($M=3.59, SD=\pm.54$) and female ($M=3.55, SD=\pm.63$) graduates. Furthermore, no significant difference exists when grouped according to employment status ($t=-.968, p=.335$) between unemployed ($M=3.50, SD=\pm.63$) and employed ($M=3.59, SD=\pm.59$) graduates. Meanwhile, no significant difference in terms of relevance of present

job ($t=-1.114, p=.267$) although employed graduates with jobs relevant ($M=3.65, SD=.67$) to teacher education have higher response compared to those with jobs not relevant ($M=3.53, SD=\pm.53$) to teaching profession. Batagarawa and Pihie [38] also noted that work competencies are universal across all jobs regardless of gender inclination. Students have also work-goals which are clear, realistic and consistent with their work personality and work competencies where these work goals interact with one another and result in work adjustment [39].

No significant difference when it comes to sector ($f=.523, p=.667$) although those graduates who belong to education sector ($M=3.64, SD=\pm.67$) have little higher response compared to graduates from government services ($M=3.46, SD=\pm.51$). There is no significant difference on the monthly salary ($f=.517, p=.597$) of the employed graduates although those graduates who are receiving more than Php 20,000 to 40,000.00 have higher response on work competencies

compared to those graduates who are receiving less than Php 10,000.00 monthly salary.

There is no significant difference ($t=-.881, p=.380$) between those graduates who are pursuing further studies ($M=3.63, SD=\pm.53$) and not enrolled to any advanced degree ($M=3.54, SD=\pm.63$). Though, those graduates who are pursuing further study have little higher response on work competencies than those who are not enrolled. No significant difference exists ($t=1.557, SD=\pm.121$) in terms of previous job.

Although, those graduates without previous job ($M=3.65, SD=\pm.63$) have higher response on work competencies compared to those graduates with previous job ($M=3.51, SD=\pm.58$). Furthermore, no significant difference exists ($f=1.096, p=.352$) in terms of previous and present job. But those graduates without present and previous job ($M=3.71, SD=\pm.56$) have little higher response compared to those with previous job but no present job ($M=3.45, SD=\pm.61$).

Table 14. Inputs to Institutional Job Placement Program

Project	Activity	Office or Person's Responsible
Coaching and Mentoring Assistance	<ul style="list-style-type: none"> • Provide assistance in coaching and mentoring as preparation for Licensure Examination • Provide assistance or materials that can be used for Career Service Professional Examination 	College of Education
Job Offering Opportunities	<ul style="list-style-type: none"> • Recommend the unemployed graduates to any government agency or private tutorial services for possible temporary employment • Hire the graduates as temporary office staff in the college or as research assistant, enumerator, field researcher. • Ask for the assistance of the Alumni Office for possible recruitment of graduates 	Graduate Placement Office and Alumni Office
Lifelong Learning Development	<ul style="list-style-type: none"> • Invite the graduates to attend webinar training and seminars of the college related to teacher education regarding paradigm shift from face-to-face to flexible learning. 	College of Education in cooperation with HRDO

CONCLUSION AND RECOMMENDATION

The BTLEd graduates are dominated by females who are full-time students during college and not pursuing further study. Majority of them had an estimated average length of job search for 12 months or 1 year with an estimated average monthly salary of Php13,687.50 who are working in government and private organizations with full time status. Most of them are connected in education sector with only 15 percent of them were considered for promotion. Almost half of the employed graduates are having not relevant jobs to teacher education both present and previous work assignments. Almost one-third of them have already changed their jobs while another one-third of the graduates still working with their first employer. They considered their present position which has something to do with the role of problem solver. There is 88.8 percent of the graduates who are presently and previously employed while only 11.2 percent who had never been employed. They also obtained information for the current job from friends while review for board exam or further study as the number one reason for the time gap to find their first job after graduation. They

considered an enhanced teamwork spirit with very high level of acquired values as contribution of this program followed by enhanced creativity and innovativeness as well as the work competencies.

No significant difference exists on the acquired academic knowledge of the graduates from this program when they were grouped according to job profile. Meanwhile, graduates with jobs related to teacher education have significantly higher acquired knowledge in terms of improved learning efficiency. Those graduates who are working students during college have significantly higher acquired values in terms of enhanced creativity and innovativeness as well as those employed graduates who were promoted from their work assignments. Furthermore, male graduates have significantly higher acquired values in terms of enhanced teamwork spirit than females. Those graduates with higher level of acquired knowledge in terms of enhanced work competencies are also those with less than six (6) months of job search and also those who have received promotion.

It is recommended that the college may consider the proposed ideas based on the findings of the study as

input to the job placement program of the academic institution. This will serve as an extended benefit to the graduates in providing them assistance to find more ways on how to survive during pandemic with employment or lifelong learning development opportunities. The college may also think of possible extension projects that the teacher education graduates of the institution will serve as beneficiaries. The college may also strengthen its job placement programs not only for the teacher education but also for other graduates from different degree programs to help them find a regular or even a temporary workplace where they can earn a living to survive during pandemic. It is also recommended for future investigation to evaluate the teaching performance of these graduates to determine the areas for continuous improvement. The academic achievements of these graduates may also be investigated as part of the future undertaking as predictor of teaching performance.

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