

Employers' Feedback on Graduates of Pangasinan State University (PSU), Philippines

Rosanna D.Gonzales, Reynaldo T. Gelido, Adonis S. Bautista, Sally A. Jarin, Catherine N. Lumanta

Abstract— Graduates are considered to be the most significant factor in determining whether institutions are successful in inculcating and developing the appropriate knowledge, attitudes, skills, habits and values (KASHV) expected from them once able to enter the world of work. Hence, the employers are identified as the best partner in gathering feedbacks on how the graduates that they hired perform. The study is anchored in characterization theory and descriptive survey method was used. Results revealed that most of the graduates are females; belong to the age bracket of 20-27, in their early adulthood; holding the Teacher 1 position; most are single; recently employed in their present employers with Masteral units and license holders of the teachers' eligibility. They had a wait time period of less than a year in landing their first job employment and had 1 year to less than 2 years before becoming permanent. The topmost reason of employers in hiring them is being a License holder and the least reason is being a recipient of pre-service honors/awards. Performance wise, they are rated "very satisfactory" on instructional competence; project development/management and leadership skills, "satisfactory" on research output; and "fair" on publication. They received "desirable" feedbacks from their employers.

Index Terms— Employers, Feedback, Graduates, Teacher education, Tracer study, Work performance, Philippines

1 INTRODUCTION

ORGANIZATIONS' are affected by the rapid change in today's fast pace and extremely competitive environment. It had become a critical challenge for employers to attain best talent and good employment and at the same time sustain economic growth in the global era [1]. According to Mc Dermott, *et.al.* [2], a wise decision-making is deemed necessary for organizations so they continuously employ graduates to raise their scholarly capital to enable growth and constant innovation. Therefore, only those graduates with better competencies will be able to meet the industry's expectations, survive challenges and fit the job market so higher education institutions (HEIs) play an important role in honing the graduates' skills. Graduates should exhibit excellent qualifications if their primary concern is about getting a job with their certificates so that they could earn comfortable salaries to live a comfortable life and put into practice what they have acquired from their schools [3].

- Dr. Rosanna D. Gonzales is the program chair of Ph.D./Ed.D., research coordinator of School of Advanced Studies (SAS) and a faculty member of PSU-Infanta, Philippines.
- Dr. Reynaldo T. Gelido is the Gender and Development (GAD) Deputy Director of PSU, program chair of the MDM at SAS and a faculty member of PSU-Lingayen, Philippines.
- Dr. Adonis S. Bautista is the Executive Director of SAS and a faculty member of PSU-San Carlos, Philippines.
- Dr. Sally A. Jarin is the Director for International Linkages and a faculty member of SAS and PSU-Bayambang, Philippines
- Mrs. Catherine N. Lumanta is the Sec. School Head and a faculty member of PSU-Infanta, Philippines.

In the Philippines, Pangasinan State University (PSU) is one of the major producers of teacher education graduates due to the large number of curricular programs that it offers from different campuses.

Developing PSU's next generation is a top priority which is considered to be essential to the economic vitality of the state. It is therefore important to monitor whether PSU is responsive to the needs of the world of work to the fullest extent possible and is producing graduates with the skills that are necessary to drive the economy forward.

2 REVIEW OF RELATED STUDIES

Modern economy needs highly trained and skilled human resource, and higher education institutions (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 being produced by HEIs.

Harvey [4] indicates that equating employability with skills was part of the agenda of the 1990s. Similarly expressed in the Dearing Committee Report as cited by Yen *et al.*, [5], employability is not just about getting the "preferred" skills. A more important priority is the graduates' pre-servicetraining, an emphasis that must be fully understood by HEIs. Further, he suggests a model of employability where an institution, notably same field. However, a self-made questionnaire was formulated in addition to the adapted question-

the HEI, provides a range of implicit and explicit opportunities for its graduates. These include jobs obtaining knowledge and abilities, labor market information, interview techniques and curriculum vitae writing.

Duoc and Mertzger [6] stated that for several years, educators, employers and university administrators have been greatly concerned about the quality of graduates because those graduates have less demand in the labor market. In addressing the issue, institutional researchers are encouraged to give prior attention in conducting factors that affect employability, quality of graduates and satisfaction levels of employers towards graduates. In line with this aspect, Murray and Robinson [7] skills are required not only to gain employment, but also to progress within an enterprise so to maximize one's potential and contribute successfully to enterprise strategic directions. Harvey [8] has defined employability in various ways from individual and institutional perspectives. Individual employability is defined as graduates being able to demonstrate the attributes to obtain jobs. Commonly, institutional employability relates to the employment rates of the university graduates. Therefore, as stated by Mehrotra and Elias [9] the development graduates employability aspects is an important core in higher learning to enable them to be gainfully employed in the job market. In addition to the knowledge skills, employers also demand good personality from graduates. Among the important factors to be considered are the ability to adapt to the culture of the firm and the desire to learn continuously [10]. This implies that one's ability to adapt and respond to changing work situations and environments will possibly give an edge for the graduate to become highly employable.

3 METHODS

3.1 Research Design

The research design employed in was the descriptive survey method. The descriptive aspect of the study involved the description of the respondents' profile and selected variables related to employers' feedbacks on teacher education graduates of PSU.

3.2 Respondents

The respondents of this study were the employers or school managers of the different teacher education graduates who are employed in both private and public schools. Likewise, the teacher education graduates of PSU were included as respondents of the study to serve as background.

3.3 Procedure

The Slovin's Formula was used in determining the sample size of respondents. Proportionate random sampling was employed in getting the number of teacher education graduates from the different campuses of PSU from 2003 to 2012. A total of 384 teacher education graduates of PSU who are presently employed were identified as the respondents of the study together with their respective employers.

Set of questionnaires intended for the employers were patterned to previous studies conducted in the

naire. The instrument was personally administered by identifying the place of work and employers of the graduates. Frequency counts, percentages, ranking and weighted mean were used in analyzing the data. Graduates' performance were interpreted as: poor (1.0-1.49); fair (1.50-2.49); satisfactory (2.50-3.49); very satisfactory (3.5-4.40) and outstanding (4.50-5.0) while the graduates' characteristics were described as very desirable (1.0-1.49); desirable (1.5-2.49); moderately desirable (2.5-3.49) and less desirable (3.5-4.0).

4 RESULTS AND DISCUSSION

On Profile of the Employed Teacher Education Graduates of PSU

On Sex

Of the 384 respondents, 269 (70.05%) are females. This finding may support the common knowledge that teaching is a female profession due to their nurturing and maternal ability.

On Age

Results show that 87 (48.7%) of them belong to the age bracket of 20-27, hence, categorized as young because the respondents graduated from academic years 2003 -2012 which is just 10 years back from the conduct of this study.

On Position

The data revealed that the bulk of respondents are holding the Teacher 1 position due to the fact that most of the teachers are still young wherein a newly hired teacher should start as Teacher 1 and can only be promoted to a higher rank upon completion of the required number of points or criteria based on the set standards of Department of Education [11]

On Civil Status

It can be gleaned from the table that out of 384 respondents, 190 (49.48%) are single. This can be attributed to the fact that most of the respondents are young wherein some waited for one year because during that time they have to take the LET and have to wait for the results before they can apply in the DepEd. This can be attributed to the fact that most of the respondents are young wherein some of their developmental tasks are just getting started in an occupation, finding a congenial social group, taking on civic responsibilities and selecting a mate. Further, young adults of today usually start to settle down later than their parents did and much later than their grandparents. The average adult of today has chosen a lifestyle and an individual to share that lifestyle by the early thirties [12].

On No. of years in present job

The data show that 101(26.30%) are in their first year of teaching. This means that the teacher education graduates of PSU are new in the profession because some of them had recently graduated and because of the fact that there are some criteria to be satisfied by an applicant to a teaching profession before filling up an item.

Table 1. Profile of the Employed Graduates

Profile/ Campuses	Asingan	Bayambang	Binmaley	Infanta	Lin-gayen	San Carlos	Sta. Maria	TOTAL
	%	%	%	%	%	%	%	%
Sex								
Male	32	23.75	10	50	36.46	30.36	40.74	29.95
Female	68	76.25	90	50	63.54	69.64	59.26	70.05
Total	100	100	100	100	100	100	100	100
Age								
Young	48	44.37	40	50	53.12	55.36	48.15	48.7
Middle	40	50.63	50	50	36.46	41.07	40.74	44.27
Late	12	5.00	10	0	10.42	3.57	11.11	7.03
Total	100	100	100	100	100	100	100	100
Position								
Teacher 1	48	48.13	60	50	69.8	69.65	62.97	58.07
Teacher 2	24	12.50	20	0	8.33	10.71	18.52	10.94
Teacher 3	12	29.38	20	30	20.83	10.71	14.81	22.13
HT 1	0	1.25	0	0	0	0	0	0.52
HT 2	0	0.63	0	20	0	0	0	0.80
HT 3	0	0	0	0	0	0	0	1.04
MT 1	4	1.87	0	0	0	0	0	1.30
MT 2	4	1.87	0	0	1.04	00	0	1.30
Prin1	0	1.25	0	0	0	0	0	0.52
Prin 2	0	1.25	0	0	0	0	0	0.52
LSB/Inst	8	1.87	0	0	0	8.93	3.70	2.86
Total	100	100	100	100	100	100	100	100
Civil Status								
Single	48	39.38	50	40	58.33	57.14	66.67	49.48
Married	52	58.12	50	40	40.63	39.30	33.33	48.18
Separated	0	2.5	0	10	0	1.78	0	1.56
Widower	0	0	0	10	1.04	1.78	0	0.78
Total	100	100	100	100	100	100	100	100
Years in present job								
1	12	22.50	20	20	42.71	23.21	14.81	26.30
2	24	13.13	10	0	16.67	16.07	18.52	15.10
3	12	15.00	30	20	8.33	16.07	22.22	14.32
4	8	7.50	10	10	2.08	12.50	22.22	8.07
5	20	6.25	0	30	7.29	5.36	3.70	7.55
6	8	12.50	10	10	6.25	10.71	7.41	9.89
7	8	7.50	10	0	2.08	7.14	3.70	5.72
8	0	5.62	10	0	5.21	3.57	3.70	4.69
9	0	6.87	0	10	6.25	3.57	3.70	5.50
10	8	3.13	0	0	3.13	1.80	0	2.86
TOTAL	100	100	100	100	100	100	100	100
Yrs in prev. job								
none	68	58.12	70	60	73.96	80.36	55.56	66.15
1	8	16.25	10	0	12.50	14.30	7.41	13.28
2	20	11.25	10	10	13.54	1.78	0	10.16
3	4	5.00	0	20	0	0	18.52	4.17
4	0	5.62	0	10	0	1.78	7.41	3.38
5	0	0.63	0	0	0	1.78	3.70	0.78
6	0	1.25	0	0	0	0	3.70	0.78
7	0	0.63	10	0	0	0	0	0.52
8	0	1.25	0	0	0	0	0	0.52
9	0	0	0	0	0	0	3.70	0.26
TOTAL	100	100	100	100	100	100	100	100

Table 1 continued...

PROFILE	PSU CAMPUSES							
	Asingan	Bayam-bang	Binmaley	Infanta	Lingayen	San Carlos	Sta. Maria	TOTAL
	%	%	%	%	%	%	%	%
Educational Attainment								
BS Graduate	32	31.25	50	10	47.92	62.50	40.74	40.63
MA units	68	59.38	40	80	45.83	32.14	55.56	52.34
MA Grad	0	7.50	10	10	3.12	3.57	3.70	5.21
EdD units	0	1.87	0	0	3.12	1.79	0	1.82
Total	100	100	100	100	100	100	100	100
Eligibility								
LET	100	93.13	100	90	94.80	98.21	100	95.32
LET/CSP/CSSP	0	1.87	0	0	1.04	0	0	1.04
LET/CSP	0	3.75	0	10	3.12	1.79	0	2.86
LET/CSSP	0	1.25	0	0	1.04	0	0	0.78
Total	100	100	100	100	100	100	100	100

On Number of Years at Previous job.

It can be gleaned from the table that 254 (66.15%) of the teacher education graduates of PSU have no previous employer. This maybe due to the fact that most of the graduates are immediately employed in the job suited to their field of specialization or recruited as teachers.

On Educational Attainment

It was interesting to note that 201 (52.34%) of the 384 teacher education graduates of PSU are with MA units. This shows that most are aiming for professional development which is necessary for obtaining promotions because teacher education students while taking their pre-service education are informed of the criteria used by DepEd.

On Eligibility

The table presents that 366 (95.32%) of the 384 teacher education graduates of PSU are license holders of the teachers' eligibility. This means that teacher education graduates of PSU are licensed or LET passers. This is expected because all the graduates are already teaching in the DepEd. As per Division

years wait time prior to permanency. This is due to the fact that teacher education graduates of PSU

Description of Employability of Graduates

On Length of Landing First Job

The data show that out of 384 respondents, 307 (79.95%) had a wait time period of less than a year in landing their first job. This means that majority of the teacher education graduates of PSU meet the cut-off score for inclusion in the Registry of Qualified Applicants (RQA) within less than a year.

On Length of Wait Time Prior to Regular Tenure

Results reveal that 140 (36.46%) of the teacher education graduates of PSU had one year to less than two

communication skills are required to teachers in order to deliver well his or her lessons to the students which is manifested in their very good demonstration teaching.

Reasons of Employers in Hiring Graduates

The employers prioritize hiring of teacher who is a LET passer or eligible to teach. Having a good communication skills are required to teachers in order to deliver well his or her lessons to the students which is manifested in their very good demonstration teaching. This further justify that in order for teacher education graduates to qualify in the RQA of teaching positions they need to be eligible and satisfy all the other criteria prescribed by the DepEd and for them to at least earn a total of 50 points.

Table 2. Description of in terms of Employability

DESCRIPTION	PSU CAMPUSES							
	Asingan	Bayam-bang	Binmaley	Infanta	Lin-gayen	San Carlos	Sta. Maria	TO-TAL
	%	%	%	%	%	%	%	%
Length of landing first job								
Less than year	60	86.25	70	70	82.29	67.86	85.19	79.95
1 year to less than 2 years	8	8.75	10	20	9.37	19.64	3.70	10.42
2 years to less than 3 years	24	1.25	10	0	2.08	3.57	0	3.39
3 years to less than 4 years	0	0.63	0	0	3.13	3.57	7.41	2.08
More than 4 years	8	3.12	10	1	3.13	5.36	3.70	4.16
Total	100	100	100	100	100	100	100	100
Length of wait time prior to permanency								
Less than a year	36	33.13	10	30	21.87	41.07	33.33	30.99
1 year to less than 2 years	20	42.5	20	50	39.58	26.79	25.93	36.46
2 years to less than 3 years	32	11.25	30	0	11.46	8.93	18.52	13.02
3 years to less than 4 years	4	5.62	30	20	15.63	8.93	7.41	9.63
More than 4 years	8	7.50	10	0	11.46	14.28	14.81	9.90
Total	100	100	100	100	100	100	100	100

Table 3. Reasons of Employers in Hiring Graduates

REASONS	RANK
Possessed LET/CS Eligibility	1
Have a good communication skills (reading, writing, listening, speaking)	2
Showed very good demonstration teaching ability	3
Showed good personality (appearance, voice and speech, poise, alertness, self-confidence)	4.5
Showed potential (ability in presenting ideas, good judgment, emotional stability, decisiveness, stress tolerance)	4.5
Have high practice teaching grade	6
Have a pre-service specialized training and skills	7
Attended pre-service trainings	8
Have a teaching experience	9
Have a high GPA during the undergraduate degree	10
Received outstanding recognition/meritorious awards	11
Received pre-service honors/awards	12

Table 4. Performance of Graduates as Rated by Employers on Different Criteria.

CRITERIA	PSU CAMPUSES							
	Asingan	Bayam-bang	Bin-maley	Infan-ta	Lin-gayen	San Car-los	Sta. Maria	TOTAL
	VD	VD	VD	VD	VD	VD	VD	VD
A. Instructional Competence								
Formulate/adopt objectives of lesson plan.	VS	VS	VS	VS	VS	VS	VS	VS
Select contents and prepares appropriate instructional material/ teaching aids.	VS	VS	VS	VS	VS	VS	VS	VS
Select teaching methods/ strategies.	VS	VS	VS	VS	VS	VS	VS	VS
Relate new lesson with previous knowledge/skills.	VS	VS	VS	VS	VS	VS	VS	VS
Provide appropriate motivation.	VS	VS	VS	VS	VS	VS	VS	VS
Present and develop lesson logically.	O	VS	S	VS	VS	VS	VS	VS
Convey ideas clearly.	VS	VS	VS	VS	VS	VS	VS	VS
Utilize art of questioning to develop higher level of thinking.	VS	VS	VS	O	VS	VS	VS	VS
Ensure pupils/students participation.	VS	VS	S	VS	VS	VS	VS	VS
Address individual differences.	VS	VS	S	VS	VS	VS	VS	VS
Show mastery of the subject matter.	VS	VS	VS	VS	VS	VS	VS	VS
Diagnose learner's needs.	VS	VS	S	VS	VS	VS	VS	VS
Evaluate learning outcomes.	VS	VS	VS	VS	VS	VS	VS	VS
Assess lesson to determine desired outcome within allotted time.	VS	VS	S	VS	VS	VS	VS	VS
Maintain clean and orderly classroom.	VS	VS	VS	VS	VS	VS	O	VS
Maintain classroom conducive to learning.	VS	VS	VS	S	VS	VS	VS	VS
B. Research Output								
Conduct research in the school level.	S	S	F	S	S	VS	S	S
Conduct research in the district level.	F	S	F	S	F	F	S	S
Conduct research in the division level.	F	S	F	S	F	F	S	S
Share research results to peers on problems related to learning environment: home, school and community.	F	S	F	S	F	F	S	S
C. Publications								
Publish article/s in a journal/newspaper/magazine of wide circulation.	S	F	S	S	S	F	F	S
Act as co-author of a book	F	S	F	F	F	F	F	F
Act as sole author of a book.	F	S	F	F	F	F	F	F

**Performance of Graduates as Rated by Employers
on Different Criteria
On Instructional Competence.**

Table 4 shows that the employers rated the teacher education graduates of PSU as “very satisfactory” in their performance in all aspects. This can be attributed to the fact that quality teachers provide quality instruction to students because they upgrade themselves by pursuing Graduate studies and believing that “once a teacher will forever be a student.”

On Research Output.

One of the main thrusts of the government now is the research aspect wherein educators are encouraged to engage themselves and conduct researches. It can be gleaned on table 4 that in terms of research output, the teachers are “moderately competent.” This might be attributed to the fact that before less priority and very little incentives on this aspect were given due to the focus on instruction aspect only. This implies that the performance of teacher education graduates of PSU in research is still lacking which needs special attention.

On Publications.

The data disclosed that only one factor is rated as “satisfactory or moderately competent” by the employers. This shows that teacher education graduates of PSU meet the minimum job requirements in publishing article/s in journal/newspaper/ magazine of wide circulation while the teacher education graduates of PSU are rated

as “fair” or less competent by employers in: a) acting as sole author of a book, and b) acting as co-author of a book.

On Project Development/Management.

Results show that teacher education graduates of PSU performed “very satisfactory” or very competent along: a) involving majority of the parents in the education of children, b) establishing a model that exemplifies a learning environment conducive to teaching and learning, c) conceptualizing project/s, d) starts the implementation of project/s; and, e) fully implementing the project/s.

On Leadership Skills.

The data show that in terms of leadership skills the teacher education graduates of PSU performed “very satisfactory” on all indicators which means that their employers consider their leadership performance exceeds the minimum job requirements. This may be attributed to the fact that during their pre-service education enough leadership skills and/or trainings were provided to them by the student services programs and student teaching program via student congress and exposure to and conducting their Practice Teaching Activities in well accredited and performing schools that contribute to the development of their leadership strategies and potentials along this aspect.

Table 4 continued...

CRITERIA	PSU CAMPUSES							
	Asingan	Bayam-bang	Binmaley	Infanta	Lingayen	San Carlos	Sta. Maria	TOTAL
	VD	VD	VD	VD	VD	VD	VD	VD
C. Publications								
D. Project Development/Management								
Conceptualize project/s.	S	VS	S	VS	S	S	VS	VS
Start the implementation of project/s.	S	VS	S	VS	S	S	VS	VS
Fully implement project/s.	S	VS	VS	VS	S	S	VS	VS
Organize and implement home-school community projects.	S	VS	S	VS	S	S	VS	S
Establish a model that exemplifies a learning environment conducive to teaching and learning.	S	VS	S	VS	VS	S	VS	VS
Involve majority of the parents in the education of children.	VS	VS	S	VS	VS	VS	VS	VS
Conduct at least two (2) home visitations.	VS	VS	S	VS	S	S	S	S

Table 4 continued...

CRITERIA	PSU CAMPUSES							
	Asingan	Bayambang	Binmaley	Infanta	Lingayen	San Carlos	Sta. Maria	TOTAL
	VD	VD	VD	VD	VD	VD	VD	VD
C. Leadership Skills								
Act as mentor/coach in professional development of pupils.	VS	VS	VS	VS	VS	VS	VS	VS
Lead to serve as a demonstration teacher.	VS	VS	VS	VS	VS	VS	VS	VS
Innovate teaching strategies, classroom management and assessment to enhance learning.	VS	VS	S	VS	VS	VS	VS	VS
Increase the difference the achievement rate by 2.5% or higher on all classes taught.	VS	VS	S	VS	VS	S	VS	VS
Inspire others to become a recipient of award(s).	VS	VS	S	S	VS	VS	VS	VS
Stimulate peers to acts as coach or trainer.	VS	VS	S	VS	VS	S	VS	VS
Encourage others to earn relevant professional trainings.	VS	VS	S	VS	VS	S	VS	VS
Extend help for others to receive scholarship awards.	VS	VS	S	VS	S	VS	VS	VS
Lead others to be punctual in attendance and report submission.	VS	VS	S	VS	S	S	VS	VS
Act as mentor/coach in professional development of pupils.	VS	VS	VS	VS	VS	VS	VS	VS

Feedbacks of Employers to the Graduates in terms of their Characteristics

Results on table 5 show that the teacher education graduates of PSU received an overall rating as “desirable” feedbacks from their employers.

Since the overall rating given by the employers in all the characteristics of the teacher education graduates of PSU is “desirable”; this further implies that the teacher education graduates of PSU possess positive personal and professional characteristics.

Proposed Program to Enhance the Performance and Employability of Graduates

A program proposed and subject for implementation as seen in the data on instructional competence development is for Binmaley and Infanta Campus. In terms of the Research Output, faculty development via research capability Enhancement by sending the faculty handling professional education courses to research related trainings, seminar- workshops and presentation of research outputs of the faculty and the teacher education graduates of PSU are deemed necessary in order for them to produce research outputs. Further, curriculum evalua

tion/revisit and syllabi enrichment/update must be provided by the institution to its Faculty in order to enrich such curriculum/syllabi to cater the low performance in research of teacher education graduates of PSU.

On publications, the faculty, teacher education graduates of PSU as well as the BEE and BSE students should be exposed and trained in article writing and publication in order to strengthen their writing skill in producing an article subject for publication to accredited publishers/refereed journals.

An organization and implementation of activities on project and development management can improve their performance on this aspect which will be very beneficial primarily for the graduates in order for them to perform other tasks, for them to extend other services to their community and in developing the potential skills of their pupils/students.

A leadership development training should be organized and conducted to enhance further their managerial skill and competence with higher level of confidence within and outside their workplace.,.

Table 5. Feedbacks of Employers to Graduates in terms of their Characteristics

CHARACTERISTICS	PSU CAMPUSES							
	Asingan	Bayam-bang	Binmaley	Infanta	Lingayen	San Carlos	Sta. Maria	TOTAL
	DR	DR	DR	DR	DR	DR	DR	DR
Prepare effective planning skills.	VD	D	D	D	D	D	VD	D
Implements the lesson plan effectively.	VD	D	D	D	D	D	VD	D
Prepare appropriate evaluation activities.	VD	D	D	D	D	D	VD	D
Display a thorough knowledge of curriculum and subject matter.	VD	D	D	D	D	D	VD	D
Select learning content congruent with prescribed curriculum.	D	D	D	D	D	D	D	D
Communicate effectively with pupils/students.	VD	D	D	D	D	D	D	D
Provide pupils/students with appropriate evaluative feedbacks.	VD	D	D	D	D	D	D	D
Provide opportunities for individual differences.	D	D	D	D	D	D	D	D
Ensure pupil/student time on task.	D	D	D	D	D	D	D	D
Set high expectations for pupil/student achievement.	D	D	D	D	D	D	D	D
Demonstrate evidence of pupil/student's academic growth.	D	D	D	D	D	D	VD	D
Demonstrate evidence of personal organization.	D	D	D	D	D	D	D	D
Establish and maintain discipline.	D	D	D	D	D	D	D	D
Organize pupils/students for effective instruction.	D	D	D	VD	D	D	D	D
Demonstrate effective interpersonal relationships.	D	D	D	D	D	D	D	D
Demonstrate employee responsibilities.	VD	D	D	D	D	D	VD	D
Support school regulations, programs and policies.	VD	D	D	VD	VD	D	VD	D
Assume responsibilities outside the classrooms as they relate to school.	VD	D	D	D	D	D	D	D
OVERALL WEIGHTED MEAN	VD	D	D	D	D	D	D	D

Table 6. Proposed Program to Enhance the Performance and Employability of

GAPS Identified	PRO-GRAMS	ACTIVI-TIES	Personnel/ Clientele	STRATE-GIES	EXPECTED OUTPUT
a) On Instructional Competence Binmaley Infanta	Instructional Competence Development	Enrich the syllabi via Seminar-Workshop on Instructional Competence Development	Junior BEE and BSE students enrolled in Principles of Teaching	Organize and conduct seminar-workshop	Conducted seminar-workshop on: *Logical lesson presentation and development *Ensuring students' participation *Addressing individual differences *Assessing lesson to determine desired outcome within allotted time **Maintaining classroom conducive to learning
b. research outputs					Enhanced Research Capability
c) On Publications	Article Publication	Attendance to seminars/training on article publication	PSU Faculty Teacher Education Graduates of PSU BEE/BSE Students	Attend seminars/training on article publication	Enhanced Research Capability Attended seminars/trainings on article publication Submitted article outputs to accredited publishers Organized/conducted seminar workshop on article publication Established linkages to accredited publishers/refereed journals
d) On Project Development/ Management 1. Asingan 2. Binmaley 3. Lingayen 4. San Carlos 5. Sta. Maria	Extension Activities	Organize and implement project development/ Management activities	PSU-Faculty BEE/BSE Students	Attendance and implementation of project development/ management activities	Organized and implemented project development/ management activities
e) On Leadership Skills 1. Binmaley 2. Infanta 3. San Carlos	Leadership Development Training	Organize and conduct leadership skills development	BEE/BSE Students	Attendance to Leadership Skills Training	Developed leadership skills of BEE/BSE students

5 CONCLUSION AND RECOMMENDATIONS

The employed graduates are LET eligible, are presumably competent to teach, employed in less than a year, tending to show their high employability

and market demand for teachers, hired due to being a professional teacher's license holders and, exhibited teaching and leadership skills attributable to their appropriate student teaching trainings, have effective

teaching techniques, trainers of student achievers, are good in ensuring well organized classes, have positive interpersonal relations and employee responsibilities, however; there appears an urgent need to improve the research and publication capabilities in most of the PSU campuses.

There should be a follow up study on other relevant variables such as feedback of students, former PSU graduates and other stakeholders after 3 to 5 years from the conduct of this study and the implementation of the proposed plan of action as a result of this study must be considered.

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