

Research Article

PERCEPTIONS OF SELECTED EMPLOYERS ON THE JOB PERFORMANCE OF GRADUATES

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ABSTRACT

Employers' feedback about the job performance of the alumni attests to the quality of graduates that the Higher Education Institutions (HEIs) produce. The main purpose of this study was to describe the performance of the employed Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) graduates based on the perceptions of the selected employers using the mixed method of quantitative and qualitative data analysis. The employers were represented by the school heads as authorities having direct supervision over the target alumni for evaluation. Quantitative responses were analyzed using percentage, weighted mean, T-test, and ANOVA, while the MAXQDA software tool was utilized for the qualitative data. The school heads are mostly female, belonged to an average age of 48, are from private schools, and the majority are school principals. Most of the employed alumni belonged to the 22 to 25 age group, female, single, and from BEEd General Education. The employers gave a rating of outstanding performance to the alumni teachers in terms of personal qualities, professional skills, and instructional competence. Moreover, they viewed the alumni as committed, obedient, willing to learn, and possessing instructional competencies. No significant difference is found in the performances of the alumni when they were grouped according to the employer's profile except in the type of school. The sex and age of the alumni have shown significantly different in their job performance and partially significant in the area of specialization.

Keywords: Employers' Feedback, Job Performance, Teacher Education Graduates, Mixed-Method

INTRODUCTION

The University's mandate of producing competitive and productive individuals in the workplace can be determined thru the employers' feedback on the job performance of the graduates. The school heads can attest if the alumni of the university are assets or liabilities. They can help the university by providing information on the teachers' competencies, strengths, and shortcomings of the graduates who are presently employed under their supervision. In addition, the employers' standpoint on the readiness of the graduates in the teaching field provides a precise and credible report on graduates' employability status which is essential for HEIs for their program and institutional accreditations to achieve quality and excellence. Different researchers generated varied results as to the perceptions of employers on the employability of graduates. Some employers like graduates with professional maturity, soft skills and problem-solving, continuous learning, and academic achievement. They also considered generic skills like time management, working in a team, and attention to detail as important. Subject-specific knowledge, willingness to work, attitudes, behaviors, and responsiveness to feedback when assessing the employability of graduates (Chhinzer, 2018). Moreover, skills such as enthusiasm, dependability, and team-working are preferred by employers and followed by subject knowledge skills, whilst commercial awareness, negotiation, and networking. (Saunders, 2010). From both employers' and instructors' perspectives, they look into the readiness or work attainment of the graduates in the workplace as part of their generic skills (Singh *et al.*, 2013). The readiness of the graduates is manifested in how they deal with the challenges in the first year of teaching. Some newly-hired teachers regarded workload challenges as serious and less serious in

instruction, classroom management, and school location (Jomoad, *et al.*, 2017). Similarly, the pedagogical journey of newly-hired teachers experienced challenges like stress, anxiety, work overload, relationship struggles, and a sense of satisfaction. To ensure effective teaching, time-tested values, reflections and realizations, hopes and aspirations, vision, and guiding principles are ways to cope with challenges (Faciolan *et al.*, 2016). Thus, this research would like to discover the perceptions of the employers as to the job performance of the teacher education graduates in terms of personal qualities, professional skills, and instructional competence to provide additional information on how alumni performed in the actual fields.

OBJECTIVES

This study aimed to describe the performance of the graduates based on the perceptions of the selected employers. Specifically, it sought to answer the following: 1. determine the employers' profile, 2. determine the employed graduates' profile, 3. describe the job performance of the employed graduates in terms of personal qualities, professional skills, and instructional competence, 4. get employers' feedback on the employed graduates in performing their duties and functions throughout the in-service participation, and 5. determine if there is a significant difference in the performances of the employed graduates when they were grouped according to profile.

METHODOLOGY

The study used the mixed method of quantitative and qualitative research. In gathering the quantitative data, a researcher-made survey tool was utilized to determine the profile and to describe the job performance of the graduates of Bataan Peninsula State University Dinalupihan Campus (BPSU-DC) in the three domains like personal qualities, professional skills, and instructional competence. The survey tool on the job performance of the teachers was validated

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thru a pilot test and it obtained a Cronbach's alpha of 0.991. In addition, a semi-structured interview was used for the qualitative part, which was participated by select school heads in public and private schools. They were asked to assess the job performance of graduates from batch 2016 to 2019. Before the administration of the instrument, proper protocols and procedures were made. The alumni were informed thru social media and Facebook group chats about the study on the job performance of graduates. Since the school heads or immediate supervisors were the target respondents, a letter of request was sent to the Department of Education (DepEd) Division Office and school district supervisors to conduct the study and to float the questionnaire. An informed consent attached to the said survey instrument via Google form was provided. The school principals uploaded their signatures signifying their intent to participate in the study. Interviews were conducted to select principals using Google Forms and phone calls. The quantitative responses were analyzed using percentage, weighted mean, T-test, and ANOVA, while the MAXQDA software tool was utilized for the qualitative data.

Respondents

The respondents were the 75 school heads from public and private schools in Dinalupihan with 46 or 61 percent, 18 or 24 percent in Hermosa, 6 or 8 percent in Floridablanca, Pampanga, and 5 or 7 percent in Olongapo City. Most of the alumni are from the municipality of Dinalupihan where the campus is located, and near to their residence. In the qualitative part of the study, 12 school principals participated in the interview.

RESULTS AND DISCUSSION

Employers' Profile

Among the 75 respondents, 51 or 68 percent of the employers are females and 24 or 32 percent are males. The principal position is female-dominated. Statistics affirm the dominance of female school heads in the principalship position (Duffin, 2021). The mean age of the employers is 48. This confirms that the average age of the school principals is 48 (NCES, 2013). This implies that they are still in their productive years. In terms of the type of school, 45 or 60 percent are from private schools, and 30 or 40 percent are from public schools. This means that more than half of the graduates are employed in private schools. They are the professional teachers who replaced other teachers who transferred to public schools when the K-to-12 law or Republic Act 10533 created more plantilla positions in basic education and in senior high schools (Manila Times, 2021). As to designation, 71 or 94.67 percent are principals, 2 or 2.67 percent are head teachers, and 2 or 2.67 percent are assistant principals. The majority of the respondents are principals who rated the job performance of the graduates.

Teacher Education Graduates' Profile

The employed graduates belong to the age group of 22 to 25 years old are 46 or 61.33 percent. Alumni are mostly 20 years old when they finished the degree program which is a common age of completers of the old curriculum before the implementation of the K to 12 Curriculum. This also means that they started teaching after graduation at the age of 21 (Salvan *et al.*, 2020). As to sex, 55 or 73.33 percent are females and 20 or 26.67 percent are male graduates. This indicates that the teacher education program is a female-dominated profession (Regalado, 2017). There are 87.09 percent of female teachers in primary education and 70.59 percent in secondary education (World Bank, 2019). According to civil status, 55 or 73.33 percent of teachers are single, and 20 or 26.67 percent are

married. The present study affirms the claim of previous studies that most teacher education graduates are single (Gonzales, 2019) and most young adults are living single in the 21st century (DePaulo, 2017). As to the area of specialization, 26 or 34.67 percent are BEEdGenEd, 13 or 17.33 percent are BSEd Social Studies, 12 or 16 percent are BSEd MAPEH, 9 or 12 percent are BSEd English, 6 or 8 percent are BSEd Math, while 5 or 6.67 percent are BSEd Biology, and 4 or 5.33 percent are BEEd Pre-Elem. The data implicate that most of the alumni who were evaluated are BEEdGenEd graduates and some of them are BSEd Social Studies and MAPEH majors.

III. Job Performance of the Employed Teacher Education Graduates

The employed BPSU graduates have outstanding personal qualities (Mean=4.54, SD=0.48). Among the given indicators, the highest rating was given by the respondents on PQ4 "The teacher shows care for the students." (Mean=4.71, SD=0.51), while the lowest mean is on PQ1 "The teacher has good communication skills." (Mean=4.33, SD=0.62) both describe as outstanding. This signifies the positive personal qualities of the employed graduates that they already possess like the care for students, integrity and honesty, initiative and resourcefulness, sense of humor, pleasant outlook and optimism, and communication skills, which is the weakest among the indicators. This study supports previous research findings that the positive and caring attributes of teachers are vital to building a healthy teacher-student relationship (Nishioka, 2019) and the power of trust (Trauma Learning Policy Initiative, 2020) in creating classroom environments more conducive to learning and eventually achieve academic success. Moreover, it also confirms that communication is the weakest 21st-century skill (Magno, 2019) and needs to be enhanced to be highly competent and globally competitive graduates (Navarro, 2020). The teachers have outstanding professional skills (Mean=4.52, SD=0.55). Among the given indicators, the highest rating was given by the respondents on PS5 "The teacher participates actively in the different school activities." (Mean=4.64, SD=0.58), while the lowest mean is on PS4 "The teacher finds opportunity for professional advancement." (Mean=4.36, SD=0.73) both describe as outstanding. The outstanding job performance as to professional skills of the BPSU graduates is very evident thru their active participation in the different school activities, dedication/commitment toward work, being a role model or inspiration, good interpersonal relationships, and time management. These professional skills with the desire for lifelong learning for personal growth make the teachers more effective (Liakopoulou, 2011) and (Kulshrestha *et al.*, 2013). The employed alumni have outstanding Instructional Competence (Mean=4.36, SD=0.59). Among the given indicators, the highest rating was given by the respondents on IC2 and IC6 "The teacher shows mastery of the subject matter." and "The teacher makes the classroom conducive to learning." (Mean=4.47, SD=0.62), while the lowest mean is on IC4 "The teacher utilizes the art of questioning to develop a higher level of thinking." (Mean=4.28, SD=0.71) both describe as outstanding. This attests that BPSU-DC graduates in terms of instructional competence possess the 21st-century teaching competencies especially in exhibiting mastery of the lesson while teaching, in classroom management, the art of questioning skills, ability to recognize learners' differences and assess learners' needs (Nessipbayeva, 2012). The job performance of the employed graduates is outstanding with an overall mean of 4.47. A high level of teaching performance is associated with the effectiveness of learning and teachers' professional competence (Kulshrestha, 2013). Teachers' competence is very important in the holistic development of students and has a significant influence on improving the quality of performance in the learning process (Hakim, 2015) and are significant contributors to 21st-century skills (Sulaiman *et al.*, 2020).

Table 1. Job Performance of the Employed Teacher Education Graduates (2016-2019)

Indicators	Mean	SD	Descriptive Interpretation
Personal Qualities	4.54	0.48	Outstanding
1. The teacher has good communication skills.	4.33	0.62	Outstanding
2. The teacher is trustworthy and viable to manifest integrity as a professional.	4.65	0.56	Outstanding
3. The teacher has a sense of humor, a pleasant outlook, and optimism.	4.45	0.60	Outstanding
4. The teacher shows care for the students.	4.71	0.51	Outstanding
5. The teacher demonstrates initiative and resourcefulness.	4.55	0.60	Outstanding
Professional Skills	4.52	0.55	Outstanding
1. The teacher shows dedication/commitment towards work.	4.63	0.59	Outstanding
2. The teacher exhibits good time management.	4.41	0.66	Outstanding
3. The teacher shows smooth interpersonal relationships with the superior and peers.	4.52	0.60	Outstanding
4. The teacher finds an opportunity for professional advancement.	4.36	0.73	Outstanding
5. The teacher participates actively in the different school activities.	4.64	0.58	Outstanding
6. The teacher serves as a role model and as an inspiration to the student.	4.55	0.64	Outstanding
Instructional Competence	4.36	0.59	Outstanding
1. The teacher prepares the lesson and adapts suitable tools and techniques.	4.35	0.67	Outstanding
2. The teacher shows mastery of the subject matter.	4.47	0.62	Outstanding
3. The teacher recognizes learners' differences.	4.31	0.64	Outstanding
4. The teacher utilizes the art of questioning to develop a higher level of thinking.	4.28	0.71	Outstanding
5. The teacher shows the ability to assess learners' needs and learning outcomes.	4.32	0.70	Outstanding
6. The teacher makes the classroom conducive to learning.	4.47	0.62	Outstanding
OVERALL MEAN	4.47		Outstanding

Legend: 4.20 – 5.00 Outstanding; 3.40 – 4.19 Very Satisfactory; 2.60 – 3.39 Satisfactory; 1.80 – 2.59 Unsatisfactory; 1.00 – 1.79 Poor

Employers' Feedback on Employed Alumni In Performing their Duties and Functions throughout the In-Service Participation

School heads said that graduates are committed teachers, willing to learn, obedient, and instructional competent.

Committed Teachers

According to the school heads, the BPSU-DC alumni are committed to the performance of their duties and responsibilities. They are ready to face challenges and continue to inspire and teach learners to perform at their best. They participate in the different school activities and give quality instruction to realize the vision and mission of the school. Teacher commitment has a direct and indirect relationship with the principal's efficacy in managing the school (Ware, et al., 2011). School heads' effective engagement in the school operation has an impact on teacher commitment. Below is the sample statement from the participant.

"BPSU-DC Graduates help our institution in realizing our vision, mission, and objectives by their full commitment and dedication to their advocacy. Generally, our teachers from BPSU-DC are all passionate and dedicated to their work. They are committed to their responsibilities and obligations. They are all caring and inclusive. They are flexible and adaptable." (Participant 5: 12-12)

Willing to Learn

Eagerness to learn new things shows that teachers are open to changes and willing to be mentored to strengthen their capabilities through active participation in in-service training/workshops. Willingness to learn makes a good teacher (Johnson, 2011) and (Meaney, 2020). Here is the sample statement from the participant.

"They are willing to learn, willing to be mentored. Since they are new in the field with 1-4 years of teaching experience, they still need more years of experience in designing activities and assessments to cater to the needs of students. Still, they are trying their best to deliver the lessons to achieve the competencies that the students need to learn." (Participant 4: 9-9)

Obedient

Teachers follow the school's regulations and policies without complaining and abide by what is stipulated in the signed contract. Teachers' obedience to school policies and standards implies accountability in education. It includes compliance with regulations, adherence to professional norms, and accountability for students learning (Anderson, 2005). Below is the sample statement from the participant.

"They obey and respect school authorities and they don't complain even if they were asked for a favor or to do the extra menial job. They are adaptive and they accept difficulties as and challenges to grow professionally. The teachers perform excellently by doing the task given...by complying with the rules and policies of the school, striving for quality education, participating actively in school activities, and becoming a role model to the student by inspiring them." (Participant 4: 9-9)

Instructional Competent

Teachers from BPSU-DC can integrate the school's VMGO into the learning plan. They are innovative, and effective and can provide a conducive learning environment and various opportunities for learners. The competence of teachers in terms of classroom management, instructional materials and facilities, and instructional methods has a positive correlation to the academic performance of the students (Bilasa, 2016). Below is sample response from the participant.

"They perform excellently and they are improving especially this time of pandemic they are ready to face new challenges and changes in the education system. Graduates of BPSU-DC believe that the goal of the teacher is to develop students' minds as powerful thinkers and problem solvers."
(Participant 3:7-7)

Significant Difference in the Job Performance of the Employed Alumni when grouped according to the Profile

Comparison in the Job Performance of Employed Graduates (2016-2019) of BPSU-DC to the Employer's Profile

A significant difference is not evident in the average responses of the respondents in the performances of the employed graduates in terms of Personal Qualities ($t=1.06$, $p=0.29$); Professional Skills ($t=0.93$, $p=0.20$); and Instructional Competence ($t=1.02$, $p=0.31$) when respondents are grouped according to sex, as provided by the p -values which are greater than the alpha of .05, thus, failing to reject the null hypothesis. The sex of the employers is not an indicator that makes the job performance of the alumni to be different (Schuyten *et al.*, 1994) and (Thornton III *et al.*, 2019).

A significant difference is not evident in the average responses of the respondents on the performances of the employed graduates in terms of personal qualities ($F=0.75$, $p=0.56$); Professional Skills ($F=1.06$, $p=0.38$); and Instructional Competence ($F=2.24$, $p=0.07$) when respondents are grouped according to age, as provided by the p -values which are greater than the alpha of .05. Thus, failing to reject the null hypothesis. The employers belonging to new and seasonal generations have provided similar job performance assessments to the alumni.

There is enough statistical evidence to claim that there exists a significant difference in the average responses of the respondents in the performances of the employed graduates in terms of Personal Qualities ($t=3.59$, $p<.001$); Professional Skills ($t=4.16$, $p<.001$); and Instructional Competence ($t=5.36$, $p<.001$) when respondents are grouped according to the type of school/institution, as provided by the p -values which are lesser than the alpha of .05, thus, rejecting the null hypothesis. The employers in public schools gave the alumni a higher rating of job performance as compared to the evaluation rating given by the school heads in private schools to their teachers.

A significant difference is not evident in the average responses of the respondents on the performances of the employed graduates in terms of personal qualities ($F=0.25$, $p=0.78$); Professional Skills ($F=0.11$, $p=0.89$); and Instructional Competence ($F=0.44$, $p=0.65$) when respondents are grouped according to the designation, as provided by the p -values which are greater than the alpha of .05. Thus, failing to reject the null hypothesis. Employers regardless of their position provided an impartial rating of teachers.

Comparison in the Job Performance of Employed Teacher Education Graduates (2016-2019) of BPSU- DC when grouped to their Profile

A significant difference is shown between the sex and performance of the graduates in terms of personal qualities ($t=-2.13$), professional skills($t=-2.69$), and instructional competencies ($t=-3.22$) which are beyond the critical/tabular value of -1.98 , at a 5% level of significance with a degree of freedom of 74. Thus, it disconfirmed the null hypothesis. It shows that the female teachers performed better than male teachers. The level of motivation of female teachers is higher than male teachers (Inayatullah *et al.*, 2012).

Between the civil status and the job performance of the employed alumni, a significant difference is not evident in personal qualities ($t=-.87$), professional skills ($t=-0.62$), and instructional competence ($t=-1.18$) which are within the critical/tabular value of -1.98 at a 5% level of significance with a degree of freedom of 74, confirming the null hypothesis. Whatever the status of the employee whether single or married, they have the same performance as perceived by their employers. The civil status does not affect the professional adjustment of teachers to their teaching career to their performance (Rizvi, 2016).

As to the comparison between the age and performance of the graduates, a significant difference is not evident in personal qualities ($F= 4.01$), professional skills($F=3.67$), and instructional competencies ($F=2.64$) which are beyond the critical/tabular value of 2.45 respectively at a 5% level with a degree of freedom of 4/70, disconfirmed the null hypothesis. The age of teachers can be associated with the length of service in teaching. The teachers who have more years in the teaching profession have better performance. The teaching effectiveness of the teachers has increased throughout the years of teaching. As the age increases, the teaching effectiveness also increases particularly in teaching higher-order thinking skills (Ismail *et al.*, 2018).

A significant difference is not evident between personal qualities and area of specialization ($F=1.39$, $F_v=2.25$), and between professional skills and area of specialization ($F=1.22$, $F_v=2.25$) at a 5% level of significance and with a degree of freedom of 6/68. However, instructional competence shows that there is a significant difference in the performance as to their expertise ($F=2.94$, $F_v=2.25$) at a 5% level of significance and with a degree of freedom of 6/68. This supports previous studies that the area of specialization is a determining factor in teaching performance (Malahay, 2021). The findings imply that BEEEd-Gen Ed teachers have acquired well most of the required instructional competencies taught in the university and the training from the cooperating schools during their internship program when compared to the BSED Social Studies major.

Table 2. Significant Difference in the Job Performance of the Employed Teacher Education Graduates (2016-2019) of BPSU- DC when grouped as to the Profile of the Employers

Domains	Sex	Mean	SD	t	Sig.	Decision on H ₀	Interpretation
Personal Qualities	Male	4.63	0.37	1.06	0.29	Accepted	Not Significant
	Female	4.50	0.53				
Professional Skills	Male	4.60	0.35	0.93	0.36	Accepted	Not Significant
	Female	4.48	0.62				
Instructional Competence	Male	4.47	0.54	1.02	0.31	Accepted	Not Significant
	Female	4.32	0.61				
Domains	Age	Mean	SD	F	Sig.	Decision on H ₀	Interpretation
Personal Qualities	25 to 31 year old	4.63	0.40	0.75	0.56	Accepted	Not Significant
	32 to 38 year old	4.32	0.30				
	39 to 45 year old	4.41	0.46				
	46 to 52 year old	4.63	0.35				
	53 year old and above	4.55	0.63				
Professional Skills	25 to 31 year old	4.62	0.41	1.06	0.38	Accepted	Not Significant
	32 to 38 year old	4.50	0.31				
	39 to 45 year old	4.29	0.63				
	46 to 52 year old	4.67	0.36				
	53 year old and above	4.51	0.68				
Instructional Competence	25 to 31 year old	4.45	0.63	2.24	0.07	Accepted	Not Significant
	32 to 38 year old	3.70	0.22				
	39 to 45 year old	4.24	0.52				
	46 to 52 year old	4.46	0.40				
	53 year old and above	4.46	0.68				
Domains	Type of School	Mean	SD	t	Sig.	Decision on H ₀	Interpretation
Personal Qualities	Public	4.77	0.37	3.59	<0.001	Rejected	Significant
	Private	4.39	0.50				
Professional Skills	Public	4.81	0.30	4.16	<0.001	Rejected	Significant
	Private	4.32	0.60				
Instructional Competence	Public	4.74	0.35	5.36	<0.001	Rejected	Significant
	Private	4.11	0.58				
Domains	Designation	Mean	SD	F	Sig.	Decision on H ₀	Interpretation
Personal Qualities	Head Teacher	4.50	0.71	0.25	0.78	Accepted	Not Significant
	Assistant Principal	4.30	0.14				
	Principal	4.55	0.49				
Professional Skills	Head Teacher	4.50	0.71	0.11	0.89	Accepted	Not Significant
	Assistant Principal	4.33	0.24				
	Principal	4.52	0.56				
Instructional Competence	Head Teacher	4.50	0.71	0.44	0.65	Accepted	Not Significant
	Assistant Principal	4.00	0.00				
	Principal	4.37	0.59				

Legend at .05 level of significance

Table 3. Significant Difference in the Job Performance of the Employed Teacher Education Graduates (2016-2019) of BPSU- DC when Grouped according to their Profile

Domains	Sex	Mean	SD	t	t _v	Decision on H ₀	Interpretation
Personal Qualities	Male	4.35	0.57	-2.13	-1.98	Rejected	Significant
	Female	4.61	0.42				
Professional Skills	Male	4.25	0.70	-2.69	-1.98	Rejected	Significant
	Female	4.62	0.44				
Instructional Competence	Male	4.025	0.56	-3.22	-1.98	Rejected	Significant
	Female	4.49	0.54				
Domains	Civil Status	Mean	SD	t	t _v	Decision on H ₀	Interpretation
Personal Qualities	Single	4.51	0.51	-0.87	-1.98	Accepted	Not Significant
	Married	4.62	0.39				
Professional Skills	Single	4.49	0.56	-0.62	-1.98	Accepted	Not Significant
	Married	4.58	0.51				
Instructional Competence	Single	4.32	0.57	-1.18	-1.98	Accepted	Not Significant
	Married	4.50	0.59				
Domains	Age	Mean	SD	F	F _v	Decision on H ₀	Interpretation
Personal Qualities	22 to 25 year old	4.46	0.53	4.01	2.45	Rejected	Significant
	26 to 29 year old	4.7	0.32				
	30 to 33 year old	4.65	0.42				
	34 to 37 year old	4.8	0.45				
	38 year old and above	4.2	0.28				
Professional Skills	22 to 25 year old	4.45	0.59	3.67	2.45	Rejected	Significant
	26 to 29 year old	4.58	0.37				
	30 to 33 year old	4.81	0.37				
	34 to 37 year old	4.87	0.22				
	38 year old and above	3.5	0.71				

Domains	Sex	Mean	SD	t	t _v	Decision on H ₀	Interpretation
Instructional Competence	22 to 25 year old	4.28	0.61	2.64	2.45	Rejected	Significant
	26 to 29 year old	4.36	0.55				
	30 to 33 year old	4.67	0.47				
	34 to 37 year old	4.83	0.17				
	38 year old and above	4	0.94				
Domains	Area of Specialization	Mean	SD	F	F _v	Decision on H ₀	Interpretation
Personal Qualities	BEEd -Gen.Ed	4.68	0.38	1.39	2.25	Accepted	Not Significant
	BEEd- Pre-Elem	4.6	0.28				
	BSED- Biology	4.56	0.38				
	BSED- English	4.71	0.53				
	BSED- Math	4.4	0.57				
	BSED-MAPEH	4.32	0.73				
	BSED-Social Studies	4.37	0.34				
Professional Skills	BEEd -Gen.Ed	4.63	0.48	1.22	2.25	Accepted	Not Significant
	BEEd- Pre-Elem	4.58	0.48				
	BSED- Biology	4.8	0.36				
	BSED- English	4.61	0.57				
	BSED- Math	4.39	0.58				
	BSED-MAPEH	4.21	0.81				
	BSED-Social Studies	4.44	0.38				
Instructional Competence	BEEd -Gen.Ed	4.62	0.43	2.94	2.25	Rejected	Significant
	BEEd- Pre-Elem	4.38	0.44				
	BSED- Biology	4.6	0.56				
	BSED- English	4.52	0.69				
	BSED- Math	4.28	0.60				
	BSED-MAPEH	4.14	0.67				
	BSED-Social Studies	3.91	0.50				

Legend at .05 level of significance

CONCLUSION

1. The employers are female-dominated, under the middle adulthood period, mostly from private schools, and the majority are principals.
2. The alumni are mostly in the early adulthood period, female, single, and from BEEd Gen-Ed.
3. The job performance of the employed graduates obtained an outstanding rating from the school heads as to personal qualities, professional skills, and instructional competence.
4. The employed graduates were given positive feedback by the school heads on the performance of their duties and functions during the in-service participation.
5. There is no significant difference in the job performance of the employed graduates when grouped according to the employer's profile except in the type of school. The sex and age of the alumni have shown significantly different in their job performance and partially significant in the area of specialization.

RECOMMENDATIONS

1. It is suggested to encourage the participation of male principals in the next research endeavor.
2. The university may produce a promotional video for teacher education programs involving males to inform incoming first-year college students that the teaching profession is not only for females.
3. The academic group should keep on delivering quality instruction to sustain the outstanding performance of the alumni in the workplace. Inculcate to students the values of humility and servitude at all times.
4. The university should conduct continuous monitoring and evaluation of employed alumni thru employers' feedback to assess the effectiveness of the curriculum and instruction.
5. The faculty members of the university should keep on updating themselves in their respective areas of specialization to make sure that quality instruction is provided to future teachers.

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