

**EMPLOYERS' FEEDBACK ON BEED 2016 - 2019 GRADUATES OF BOHOL
ISLAND STATE UNIVERSITY - BILAR CAMPUS**

**College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

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June 2022

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ISLAND STATE UNIVERSITY – BILAR CAMPUS

A Thesis
Presented to the Faculty of the
College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol

In Partial Fulfillment
of the Requirements for the Degree
in Bachelor of Elementary Education

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GELENA O. DEGAMO


April 2022

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APPROVAL SHEET

This thesis entitled “EMPLOYERS’ FEEDBACK ON BEED 2016 - 2019 GRADUATES OF BOHOL ISLAND STATE UNIVERSITY – BILAR CAMPUS”, prepared and submitted by Geneveve C. Caturza, Christine Jean F. Curiba, and Gelena O. Degamo in partial fulfillment of the requirements for the degree of Bachelor in Elementary Education, has been examined and recommended for acceptance and approval for oral defense.

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ABSTRACT

Employers' feedback on the performance of college graduates is a critical data that schools must examine when determining the relevance and responsiveness of the curriculum, programs, and services.

The purpose of this graduate tracer study was to determine the employer's feedback on BEED graduates 2016-2019 academic year. Its goal was to reveal the demographic profile of the respondents and employers' feedback who are currently working at their institution regarding their job performance in terms of their work habits, work skills, and social skills. Thirty (30) school principals or school heads were the study's participants. The method utilized was descriptive research method. The data gathered was done through social media platforms such as Facebook and Messenger, as well as an ocular visit to their places where the BEED graduates employed.

The significant findings of this study were as follows; most of the respondents were female and working in public sectors on permanent basis. Moreover, primarily were teachings for 3 years, mostly were 2016 graduates, and there were greater number of teacher –1. In terms of the feedback, all categories implied that the employees exceeded the job requirements. This means that they possess exemplary work habits, work skills and social skills.

The researchers came to the conclusion that Bachelor of Elementary Education (BEED) 2016 to 2019 graduates delivered exceptional performance that much beyond on the employment needs and expectations. Also, the researchers recommended that the faculty of the College of Teacher Education should maintain its good and quality teaching. The college should also conduct a follow-up tracer study of education graduates not only to meet one of the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), but also to present a more in-depth review and empirical analysis of the college curriculum offerings. Future researchers may want to duplicate this study to confirm the findings, and graduate tracer studies should be done every two years at least.

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Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

Any school's success is contingent on its graduates' ability to find work and function well in it. The qualities of graduates provide colleges with a clear image of the competences, attitudes, and abilities that are required in the workplace, allowing their graduates to be employable. By its very nature, a project examining employers' feedback on graduates and their employability stresses the significance of higher education in the development of human capital as a component of local, national, and international economies.

Taking advantage of an employer's feedback or evaluation findings poses a variety of issues, such as relaying performance information to people who provide educational services to graduates, mostly faculty members and college deans, developing mechanisms to ensure that information created by graduates' evaluation through employer feedback is used for educational policy creation; and providing support systems and consequences that arise from feedback results. Furthermore, employer feedback can provide proof of a graduate's quality, capabilities, and success in school, and is commonly expressed as the level of satisfaction of the graduates by their employers. Employers' assessments of the usefulness of the proficiencies required in the workplace are just as significant as their degree of satisfaction as a form of feedback on graduates. As a result, evaluating employers' feedback will be useful in deciding

future directions and requirements for teacher education programs. Furthermore, the teacher education curriculum can be tailored to meet the demands of specific jobs and schools, and it can also assist teacher education institutions in determining whether their programs' learning outcomes have been met.

Thus, Bohol Island State University - Bilar Campus aspires to be more effective, competitive, and innovative in the delivery of higher education. It relentlessly and continually investigates various techniques and alternatives for realizing these goals. It establishes an evaluation system to track the quality of services it provides to its stakeholders and the general public. Employers' feedback will provide the institution with baseline information regarding the quality of its graduates and employer expectations, which will be useful in improving the curriculum of various programs. The feedback of school heads and principals on the performance of its graduates will provide evidence of the relevance of its curriculum and the quality of education it delivers for the College of Teacher Education in particular. These data can be utilized to improve the program's offerings, allowing outgoing pre-service teachers to be better equipped for teaching and have more job opportunities.

This study will let the researchers know the current performance of BISU – Bilar Graduates from year 2016 up to year 2019 who took up Bachelor in Elementary Education (BEED). The current performance of BEED Graduates within the specified year will be assessed through this tracer study.

Literature Background

Pursuant to section 2 of the Republic Act No. 10533 known as the “Declaration of Policy” states that the State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large. Likewise, it is hereby declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one’s self.

In addition, Republic Act No. 7722 mandates the Commission on Higher Education (CHED) to monitor the performance of programs and institutions of higher learning. One approach to do so is to conduct a regular graduate tracer study (GTS) that examines the employability of higher education graduates. A tracer study is a comprehensive, objective, an evaluative study that tracks their graduates’ current employment position and evaluates their qualitative competences for the task at hand. Also, it is a graduate or alumni survey that aims to track the activities of an educational institution’s graduates or prior pupils (Mzwandile and Ochella, 2011). Show (2010) claims that graduate tracer studies give valuable information that will aid educational institutions in assessing their vision, mission, and goals.

Moreover, Section 5 of Republic Act No. 9155 known as the "Principles of Shared Governance", paragraph 2 states that the process of democratic consultation shall be observed in the decision-making process at appropriate levels. Feedback mechanisms shall be established to ensure coordination and open communication of the central office with the regional, division and school levels.

Furthermore, as embodied in Article III of the 1987 Constitution of the Republic of the Philippines known as "Bill of Rights" in Section 4, no law shall be passed abridging the freedom of speech and expression.

In like manner, section 10 of Batas Pambansa Blg. 232 known as the "Rights of Personnel" allows free expression of opinions and suggestions to have better educational institution.

Thus, according to Edward Deming (Horine, 1993) in his General Systems Theory which states that every success of institutions requires effort and determination that comes elevating the administration so that it can be emulated by the employees. According to the observation 95% chance that the problem is according to how it is operated and what methods are processes of sets of tasks and functions within the organization that are needed to achieved desired outcomes. The materials, equipment, methods, and the people who will build are required to produce or produce the process, inputs and outputs.

As stated in Social Learning Theory/ Observational Learning (Bandura, 1960) each individual learns to study the cognitive form and acquire social or different behaviors by observing the behaviors of others. However, Social Cognitive Theory (Bandura, 1986) is about the cognitive form in one's own perceptions, expectations and beliefs in social learning.

As mentioned by Edward Deming (2015), tracers' study is an approach which widely being used in most organization particularly in educational institutions. Through tracer study, an institution can assess the quality of education provided to its graduates by learning the graduates' placements and positions in the society, which can then be used as a standard in producing more qualified and competitive graduates.

Meanwhile, many European universities have embraced the use of tracer studies for a variety of reasons, including accrediting their study programs and job market, demonstrating the uniqueness and positioning of individual universities and institutions in charge of higher education to make informed and evidence-based decisions about improvements and quality education and services (Schomburg, 2011).

Graduate tracer studies are important to Higher Education Institutions because they enable such institutions to accommodate changes in society, particularly the demands of actual and potential employers, through evaluation and constant review of their curricula (Caizares, 2015). Furthermore, various studies (Atian, 2020; Pontillas, 2018; Loquias, 2015, Balingbing, 2014) confirms

that tracer studies are important activities that determine the employment rate of graduates' satisfaction with services learning environment, and facilities is assessed. Contribution of the program to the development of abilities in communication, human relations, leadership, problem solving, and research, as well as evaluation of the curricular programs' efficacy, sufficiency, and relevance.

"Evaluation itself is the most valuable treasure of all that we value," Friedrich Nietzsche, a German philosopher, once said. "Value exists only through evaluation; and without evaluation, the nut of existence would be hollow." The relevance of an activity is determined by the value we assign to it. We evaluate data and, in some situations, determine success or failure through review.

As stated by Commission on Higher Education - CHED (2008), the success and relevance of the policies, curriculums, and methods imposed by evaluating institutions will be reflected in the results of a university's tracer study. They will be able to evaluate university's performance as well as identify possible deficits in a given educational program by identifying the status of their graduate. The results of which will serve as a basis for future planning of activities at both the institutional and national levels, allowing academic programs to be more closely aligned with the needs of the economy.

A graduate tracer research involves determining the job search mode, lead time and employment status of graduates. The ever-changing world places great demands on everyone. One of them, which is related to education, is the necessity to assess the institution's graduates in order to see if the program was

successful in preparing them to fulfill the expectations of their field of employment (Aguillera, 2012).

In the study of Bhola and Dhanawade (2013), entitled Higher Education and Employability- A Review states that employability is a critical word to consider on the platform of commerce and industry, as well as higher education, particularly professional education. It has observed skill gaps among students who want to work in industry.

Furthermore, the term “employability skills” refers to a collection of abilities that can help you find achievement, understanding, and personal attitudes/ qualities that indicate a person’s ability to obtained a desired job and be successful in their chosen field. Employability skills, in general, are the abilities and information that students need to be able to meet varied employment needs in the labor market once they finished their education. The improvement of graduates’ employability skills is a critical component of higher education. Enables people to find gainful employment in the labor market. Employers want graduates to have a good personality in addition to knowledge skills. The ability to adopt to the firms’ culture and the drive to learn on a constant basis are two crucial elements to consider (Cai, 2012).

Moreover, from an individual and institutional perspective, Harvey (2001) graduate employability is an important aspect of higher education industry. It evaluates the success and ability of a particular institution in producing work ready graduates. Employability has been used as a performance indicator for

Higher Education Institutions. He also defined employability in various ways from individual and institutional perspective. 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.

Prior to this, Harvey and Howard (1999), as reported by Treleavan and Voola (2008), showed that graduates' job performance is more dependent on their personal characteristics than on their limited field specific degrees.

According to Quek (2005), Interpersonal skills, knowledge acquisition skills, flexibility, value-improving skills, practical orientation abilities, and cognitive skills were all rated as key factors to employment success. As stated by Mehrotra and Elias, the development graduate's 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 adopt to the culture of the firm and the desire to learn continuously. This implies that once ability to adopt and respond to changing work situations and environments will possibly give an edge for the graduate to become highly employable.

There are various definitions of employability skills also as defined by the scholars Harvey and Green (1994) and McDermott (2006), such as basic skills necessary for getting, keeping and doing well in a job, and which cut horizontally across all industries and vertically across all jobs.

Likewise, according to Murray and Robinson (2001) it is also defined as skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.

In addition to these studies, Employers' Feedbacks on the Performance of Teacher Education Graduates by Aquino et al. (2015) states that Higher Education Institutions in the Philippines play an important part in the country's economic, social, and cultural development. They were under pressure to improve their curricula and increase the quality of instruction since they were charged with the task of producing graduates with employable skills and positive attitudes.

In line with this study, De Castro et al. (2016) stated in their study entitled Employers' Feedback on the Job Performance of Computer Engineering Graduates in an Asian Academic Institution that employers' feedback on graduates' work performance is critical information for curriculum architects and educators in the academic community in order to implement more ideas on how graduates may perform their tasks as members of dynamic organizations in national and worldwide settings.

Another study conducted by Navarro (2020) states that the feedback the institution receives from its alumni' employers are the true measure of how well educational programs are conducted. It refers to how well graduates used their newly gained information and abilities to a real-world job environment.

The appearance of the graduates' abilities, expertise, and skills on their various work places is an example of the effectiveness of an educational program delivered by an educational institution. With the constant shift in the expectations of a changing society, it is critical for the country's educational system to develop solutions to meet these needs. A market-driven educational system is now required to generate "work-ready graduates" with the requisite skills and traits to serve as productive and responsible citizens. Higher Education Institutions (Universities and Colleges) are currently improving and revising their curriculum offerings to focus on higher education programs that will promote and encourage abilities and attributes needed to prosper in the twenty-first century job.

Furthermore, according to the Dearing Report NCIHE (1997), the primary goal of higher education is to prepare students for the workforce. In addition to disciplinary knowledge, graduates must have the ability to establish standardized qualities. Communication ability, problem-solving skills, computer literacy, knowledge literacy, learning capacity, and willingness to learn are all common strengths (Scoufis, 2000), and teamwork. To generate work-ready graduates, universities must begin to integrate basic general traits demanded by companies and successfully incorporate work into course work. Companies are currently looking for graduates with a diverse set of abilities, ranging from vital to soft. Because companies have a strong need for qualified graduates, educators are concerned about the quality of the graduates produced by universities. Because employers have a strong need for qualified graduates, educators are concerned about the quality of graduates produced by universities.

Thus, according to Duoc and Mertzger (2006), educators, businesses, and university officials have been concerned about the quality of graduates for several years because those graduates have less demand in the labor market. As a result, numerous studies have been conducted on graduate employability and quality, as well as employer satisfaction levels with graduates.

Employers' Satisfaction on the Performance of New College Graduates by Tudy (2017) technical capabilities, such as computer skills, soft skills (character) were considered to be among the top skills acknowledge by employers among Cor Jesu College alumni. The findings supported the school's strict training in response to the industry's skills requirements. The study's implications for curriculum, program, and services enhancement are examined.

In accordance with the study Employers' Feedback on College of Arts and Sciences Graduates: An Exploratory Study in Jose Rizal Memorial State University (JRMSU)- Main Campus conducted by Maratas (2020) higher education institutions in the Philippines are increasingly focusing on graduate employability. Employers need graduates who are flexible and willing to learn on the job, as well as technically proficient and committed to excellence, because the demand for higher level skills includes continuous upgrading of skills and strong technical skills.

According to Yorke (2003), good feedback practice cannot only provide useful information to the employees in improving their learning, but also can offer

decent information to employers which is eventually improve the learning experience for the students.

A Decade of Study on Employer Feedback on the Quality of University Graduates by Shah et al. (2015) states that due to the variety of higher education institutions and quality difficulties, employers' feedback is used to measure graduate quality. Because there is no such assessment of graduate quality based on employer feedback, graduates may produce with an emphasis on quantity rather than quality. It is also disengaging higher education institutions and employers from assessing trends and developments in various industries and professions, which necessitates employer input in course development and renewal to suit changing industry needs.

Figure 1 illustrates the study's theoretical and conceptual framework. The research was based on the theoretical and legal foundations mentioned in the diagram. It focused on the Employers Feedback on BEEd2016to2019 Graduates of Bohol Island State University-Bilar Campus.

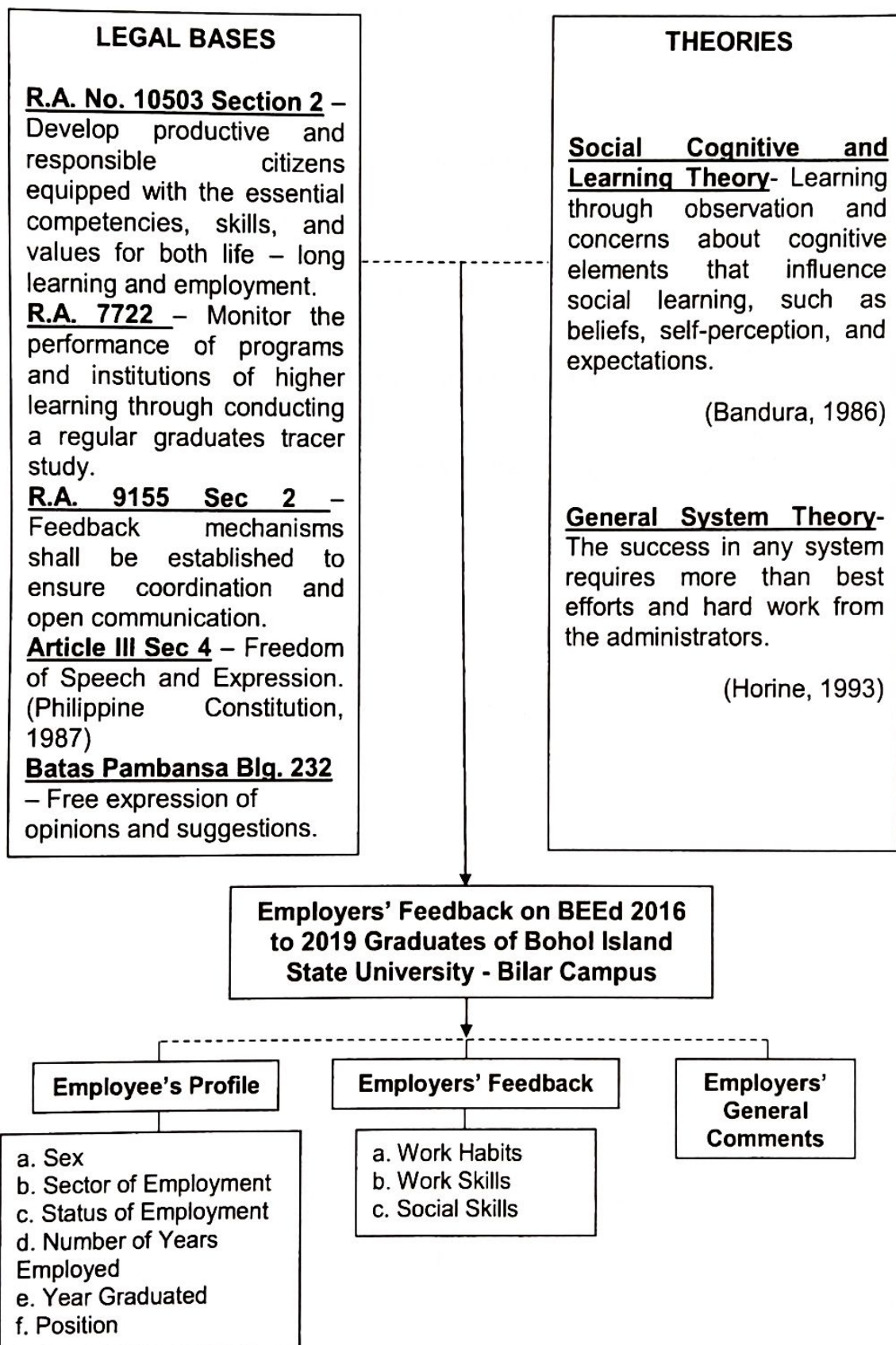


Figure 1. Theoretical and Conceptual Framework

THE PROBLEM

Statement of the Problem

This study aimed to determine the employers' feedback on BEED 2016 to 2019 graduates of BISU-Bilar Campus who are currently working in their institution regarding their performance in job.

Specifically, this study aimed to determine the following:

1. What is the demographic profile of the employees in terms of:
 - 1.1. sex;
 - 1.2. sector of employment;
 - 1.3. status of employment;
 - 1.4. number of years employed;
 - 1.5. year graduated; and
 - 1.6. position?

2. What are the feedbacks of the employers in terms of:
 - 2.1. work habits;
 - 2.2. work skills; and
 - 2.3. social skills?

3. What are the general comments of the employers in terms of work habits, work skills and social skills?

Significance of the study

This study would like to determine the employers' feedback on BEED 2016 to 2019 graduates of BISU – Bilar Campus who are currently working in their institution regarding their performance in job. Through this study, the researchers would be able to determine how the employers view graduates of BISU – Bilar. More specifically, the results of this study are hopefully beneficial to the following:

Campus Administrative Staff. This study will let the campus administrative staff know the current performance of BEED 2016 to 2019 graduates of BISU – Bilar Campus in the school where they are currently working. They can use the data that will be gathered from the study as basis to ensure quality education and services in the said institution.

College Dean. This study will be beneficial to the dean of the College of Teacher Education. The dean will know the current performance of former students in the college. Through this, the dean will know the quality of education in the college and implement strategies to be followed by the instructors.

Instructors. The data gathered will give the instructors an idea on how their instruction could be improved to ensure quality education among their students.

Students. The students in the institution, specifically, in the College of Teacher Education could ensure that they are receiving optimum quality of

education and this makes the campus a great foundation and milestone towards their future career.

Parents. The parents of students who are currently studying in the campus or even the parents of those willing to pursue college studies in the campus can ensure that the quality of education is maintained or even improved as time passes by. They can realize that letting their children study in the institution is not a waste of time and money, instead, it is a good training ground for them to be life – ready and job – ready.

Future Researchers. This study would serve as reference for future researchers in conducting similar studies for further verifications or contradictions.

RESEARCH METHODOLOGY

Design

The researchers used the descriptive research method by utilizing a survey questionnaire to determine the employers' feedback on BEED 2016 to 2019 graduates of Bohol Island State University – Bilar Campus who are currently working at their institution regarding their job performance in terms of their work habits, work skills, and social skills.

Environment and Participants

This study was conducted in elementary schools in Bohol, where the Bachelor of Elementary Education 2016 to 2019 graduates of Bohol Island State University – Bilar Campus are currently employed.

The researchers used Cluster Sampling Method in selecting the respondents. The respondents were the elementary school principals or school heads. They provided feedback on Bachelor of Elementary Education 2016 to 2019 graduates of Bohol Island State University - Bilar Campus who are currently employed in their institution.

Moreover, there were 162 BEED graduates from year 2016 to 2019. However, there were only 30 BEED graduates that are currently working in elementary schools in Bohol. 103 were working outside the teaching field, 24 were unemployed, and 5 were teaching outside the country. There were only 30 respondents of this study.

Instrument

The study utilized an adopted survey questionnaire from Student Affairs Office (SAO). The scale used on the questionnaire were 5 being the highest rating and interpreted as “exceeded job requirements”, followed by 4 “fully met job requirements”, then 3 “met normal job requirements with few expectations”, next is 2 “met minimum job requirements” and lastly, 1 which means “did not met minimum job requirements”, being the lowest rating.

The data gathering tool is divided into three parts. The first part is the employees' demographic profile. The second part is the employers' feedback. Lastly, the comments of employers on employees' performance in the job.

Data Gathering Procedure

The researchers asked permission for the conduct of the study from the Dean of the College of Teacher Education, and Campus Director. After the approval, the researchers sent a letter to the School Division Office and Bohol Association of Catholic Schools – Talibon and Tagbilaran, asking permission to conduct the study and requesting for the complete list of elementary school principals or school heads. When the permit is obtained, a letter has been sent to the school principal on the selected schools where the graduates are currently employed, requesting them to complete a survey questionnaire and provide the researchers with the desired input.

The data gathering was done through social media platforms such as Facebook and Messenger, as well as, visiting school where they are employed.

The data were gathered and organized for statistical treatment, analysis and interpretation.

Statistical Treatment

The first research problem talked about the demographic profile of the employees in terms of: sex, sector of employment, status of employment, number of years employed, year graduated and position. For each category, the

responses were presented in tabular form. Frequency of each response was indicated and used the **PERCENTAGE FORMULA** for each response by dividing the frequency of that response by the number of respondents and multiplying it by 100.

$$P = \frac{f}{n} \times 100$$

Where:

P = percentage

f = frequency

n = number of respondents

For problem 2, deals with the responses in the questionnaire which follows the rating scale (1-5) indicated below:

Rating	Description
1	Did not meet job requirements
2	Met minimum job requirements
3	Met normal job requirements with few expectations
4	Fully met job requirements
5	Exceeded job requirements

For the statistical treatment in problems 2, the **AVERAGE WEIGHTED MEAN** was used. It has the following formula:

$$\bar{x} = \frac{\sum fx}{n}$$

Where:

X = response (rating)

f = frequency of each response

n = number of respondents

DEFINITION OF TERMS

The following were used in the study and each of them was defined operationally:

Demographic Profile. It refers to the profile of the employees in terms of sex, sector of employment, status of employment, number of years employed, year graduated and position.

Employers. They are the school heads / principals of the elementary schools around the province of Bohol and respondents of the study.

Employees. They are the graduates of Bohol Island State University – Bilar Campus (BISU – Bilar) who took up Bachelor of Elementary Education (BEED) from year 2016 up to year 2019 who are currently teaching in elementary schools within the province of Bohol.

Feedback. It is the rating given by employers to each employee in terms of their performance which are classified into three, namely: Work Habits, Work Skills, and Social Skills.

GTS (Graduates Tracer Study). The study intended to trace graduates from their school of origin to their place of employment.

Social Skills. It refers to the overall ability shown by the employee in making connections with his / her co – employees. It involves your ability to deal with different kinds of people, respect to others, willingness to help, learning through listening from others, showing appreciation and gratitude, etc.

Work Habits. Refers to the attitude shown by the employee towards work. It includes punctuality, attendance, performing task without much supervision, self – discipline, dedication, and commitment.

Work Skills. Refers to the overall skill shown by the employee in terms of his / her work and also the problem – solving skill. It includes the ability to operate machines / equipment needed for the job, flexibility, precise attention to details, and many others.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, and the interpretation of the data gathered and collected through survey questionnaires from the elementary school principals or school heads. The presentation comprises the demographic profile of the employees in terms of sex, sector of employment, status of employment, number of years employed, year graduated, and position and the feedback of the employers in terms of work habits, work skills, and social skills.

Table 1 shows the demographic profile of the employees in terms of sex, sector of employment, status of employment, number of years employed, year graduated, and position.

Sex. The study revealed that 4 (13.33%) of the employees were males and 26 (86.67%) were females. This means that teaching is usually perceived as a female-dominated profession.

Sector of Employment. According to the study, 4 (13.33%) of Bachelor of Elementary Education (BEED) 2016 to 2019 graduates of BISU-Bilar were teaching in private schools while 26 (86.67%) were teaching in public schools.

Status of Employment. It was found out that 6 (20%) of the employees were probationary and 24 (80%) were regulars.

Table 1
Demographic Profile of the Employees
N=30

Profile	Frequency (f)	Percentage (%)
Sex		
• Male	4	13.33 %
• Female	26	86.67 %
Total	30	100 %
Sector of Employment		
• Private	4	13.33 %
• Public	26	86.67 %
Total	30	100 %
Status of Employment		
• Probationary	6	20 %
• Regular	24	80 %
Total	30	100 %
Number of Years Employed		
• 1 Year	9	30 %
• 2 Years	7	23.33 %
• 3 Years	11	36.67 %
• 4 Years	3	10 %
Total	30	100 %
Year Graduated		
• 2016	15	50 %
• 2017	9	30 %
• 2018	4	13.33 %
• 2019	2	6.67 %
Total	30	100 %
Position		
• Teacher-I	29	96.67 %
• Teacher-III	1	3.33 %
Total	30	100 %

Number of Years Employed. The study revealed that 9 (30%) of the employees were teaching for 1 year, 7 (23.33%) were teaching for 2 years, 11 (36.67%) were teaching for 3 years, and 3 (10%) were teaching for 4 years.

Year Graduated. It was discovered that 15 (50%) of employees were 2016 graduates, 9 (30%) graduated in 2017, 4 (13.33%) were 2018 graduates, and 2 (6.67%) of employees were 2019 graduates.

Position. Data showed that 29 (96.67%) of the employees were Teacher-I and 1 (3.33%) were Teacher-III.

Table 2.1 shows the employers' feedback in terms of work habits.

Results revealed that "Performs task without much supervision" got the highest average weighted mean of 4.50 and was interpreted as "Exceeded job requirement". It means that employees have functional self-management. Employees can do work independently, manages own time effectively, and maintains control over current projects or responsibilities. On the other hand, in relation and support to the result, American Staff Corp. (2017) stated that employees who can work independently are considered as more versatile and capable of handling a variety of tasks and responsibilities. The finest workers complete the tasks without requiring excessive guidance or support.

Moreover, "Practices self-discipline in his/her work" also got the highest average weighted mean of 4.50 and was interpreted as "Exceeded job requirements". It means that Bachelor of Elementary Education (BEED) 2016 to 2019 graduates executed self-discipline in workplace. They have the ability to

resist impulses, maintain focus, and see projects through to completion. This is similar to the study of Sarma (2021) which stated that self-discipline is a necessary quality that distinguishes successful people from unsuccessful one. It allows personnel to stay focused on their objectives. It encourages them to come up with new and better ways to do their responsibilities. Furthermore, according to Weber Shandwick survey, 87 percent of workers believe workplace discipline has a significant impact on job performance. Employees who lack self-discipline are more likely to act unethically.

Table 2.1

Feedback of Employers in Terms of Work Habits

N = 30

Indicators	Average Weighted Mean	Descriptive Interpretation
1. Punctuality	4.40	Exceeded job requirements
2. Reports regularly	4.43	Exceeded job requirements
3. Performs task without much supervision.	4.50	Exceeded job requirements
4. Practices self-discipline in his/her work.	4.50	Exceeded job requirements
5. Demonstrate dedication and commitment to the task assigned to him/her.	4.47	Exceeded job requirements
General Average Weighted Mean	4.36	Exceeded job requirements

Legend:

- 4.20 – 5.00 – Exceeded job requirements
- 3.40 – 4.19 – Fully met job requirements
- 2.60 – 3.39 – Met normal job requirements with few exceptions
- 1.80 – 2.59 – Met minimum job requirements
- 1.00 – 1.79 – Did not met job requirements

However, "Punctuality" got the lowest average weighted mean of 4.40 and was interpreted as "Exceeded job requirements". It means that employees arrived early, able to execute a specified task, and meet an obligation ahead of schedule or on time. In line with this study, White (2012) revealed that employees who are on time are essential assets to any company that wants to be successful. Employees that don't adhere to deadlines are a drain on the system and do not contribute much to the organization's overall productivity. Managers must make certain that their staff arrive at work on time and don't stay up late unnecessarily.

The general average weighted mean of the employers' feedback in terms of work habits was 4.36, meaning "Exceeded job requirements". It indicates that BEED 2016 to 2019 are punctual, self-discipline, attend regularly, work independently, and are very dedicated to their work. It is related to the findings of Chron (2020) which stated that it is a good idea to adopt work habits that demonstrate desire to aid the organization if you want to succeed at work. Managers and co-workers appreciate working with people who show up every day, interact positively, take pleasure in their work, and finish their duties on time. Employees think they have work habits, but when they seek honest feedback from their manager, they learn that there are improvements to make. Of you take time to develop work habits that make you more efficient without sacrificing your work quality, you can use those habits in future jobs.

Table 2.2 shows the employers' feedback in terms of work skills.

It was revealed that "Demonstrate the ability to operate machines needed on the job" got the highest average weighted mean of 4.43 and was interpreted as "Exceeded job requirements". It means that employees show mastery in using the tools and equipment needed in the job. In relation and support to the result, Employers' Satisfaction on the Performance of New College Graduates by Tudy (2017) states that technical capabilities, such as computer skills, soft skills (character) were considered to be among the top skills acknowledge by employers among Cor Jesu College alumni. Most significantly, it guaranteed that having a computer knowledge is one of the essential 21st century skills that is high in demand in the workplace. Thus, showing excellence in this field will help to gain more productive employee in the future. Lastly, Fajaryati et al. (2020) states that employability abilities such as communication, teamwork, problem solving, and technology skills are expected to be in high in demand in the future, according to businesses.

Speaking of item no. 3, "Shows flexibility (whenever the need arises) in the process of going through his/her task" also got the highest average weighted mean of 4.43 and was interpreted as "Exceeded job requirements". It means that when an instructional activity isn't working, employees show flexibility by changing the activity, adjusting the speed, or backing up and explaining more. They combine feedback and on-the-spot changes in their teaching based on specific classroom scenarios. This is similar to the study of Gordon et al. (2019) which stated that flexible work arrangements are one type of policy that allows

employees to choose how, when, and where they work. Its purpose is to provide more options for working styles to meet one's individual lifestyle and boost employee productivity satisfaction.

Table 2.2
Feedback of Employers in Terms of Work Skills
N = 30

Indicators	Average Weighted Mean	Descriptive Interpretation
1. Demonstrate the ability to operate machines needed on the job.	4.43	Exceeded job requirements
2. Handles the details of the work assigned to him/her.	4.40	Exceeded job requirements
3. Shows flexibility (whenever the need arises) in the process of going through his/her task.	4.43	Exceeded job requirements
4. Manifests thoroughness and precise attention to details.	4.30	Exceeded job requirements
5. Fully understand the linkage or connection between his/her task to previous, intervening and subsequent task.	4.27	Exceeded job requirements
6. Usually comes up with sound suggestions to problems.	4.30	Exceeded job requirements
General Average Weighted Mean	4.46	Exceeded job requirements

Legend:

- 4.20 – 5.00 – Exceeded job requirements
- 3.40 – 4.19 – Fully met job requirements
- 2.60 – 3.39 – Met normal job requirements with few exceptions
- 1.80 – 2.59 – Met minimum job requirements
- 1.00 – 1.79 – Did not met job requirements

However, “Fully understand the linkage or connection between his/her task to previous, intervening and subsequent task” got the lowest average weighted mean of 4.27 and was interpreted as “Exceeded job requirements”. It means that employees can customize their work environment to meets the specific by altering job demands and resources. In line with this study, Peng (2018) stated that job crafting refers to employee’s desire to redefine and change the job’s content, working mode, and teamwork interaction. Furthermore, job crafting can boost the worker’s working identity, adversity, and coping ability by optimizing the organizational design and working interactions.

The general average weighted mean of the employers’ feedback in terms of work skills was 4.46, meaning “Exceeded job requirements”. It means that employees demonstrate the skill to use equipment required for the work and handle the specifics of the work that has been given to them. In addition, they show versatility, comprehensiveness, problem-solving skill, and understand how their task relates to prior, intervening, and subsequent tasks. To support this result, Burge (2018) claims that work skills entail the acquisition skills, knowledge, or a mindset that makes you more appealing. Employment skills, soft skills, work-readiness skills, and foundational skills are all terms used to describe these abilities. They can help you perform your job better by improving your performance, reducing errors, and encouraging collaboration with your co-workers.

Table 2.3 shows the employers' feedback in terms of social skills.

Findings showed that employees "Exceeded job requirements" on the statement "Shows respect and courtesy in dealing with peers and superiors" got the highest average weighted mean of 4.67. It means that employees treat others with respect, courtesy, and kindness. They encourage their co-workers to share their thoughts and ideas. They listen to the opinion of others and never talk over or interrupt someone else. In line with this result, Deer (2020) found that when 20, 000 employees were questioned, respect was the number one behavior that encouraged greater commitment and employee engagement. Employees reported that respect on their managers had a more positive impact than recognition, constructive feedback, sharing the company vision, or opportunities for career or personal developments. Being valued and treated respectfully helps to promote a positive work culture in which employees are fulfilled, loyal, engaged, and motivated to perform at their very best. Employees who do not offer respect to others are unprofessional and pose a threat to the health and success of their company.

In contrast, "Shows tact in dealing with different people he/she comes in contact with" got the lowest average weighted mean of 4.40 and was interpreted as "Exceeded job requirements". It means that employees are open-minded and nonjudgmental. They offer people around them with their entire attention and listen intently without interrupting or talking over them. In relation and support to the result, Mage (2021) stated that tactfulness is crucial interactions and tactful people are more likely to succeed. The more tactful you are, the better your life

will become in every way. You'll have more friends, get along better at work, and feel less stressed throughout each day of your life.

Table 2.3
Feedback of Employers in Terms of Social Skills
N = 30

Indicators	Average Weighted Mean	Descriptive Interpretation
1. Shows tact in dealing with different people he/she comes in contact with.	4.40	Exceeded job requirements
2. Shows respect and courtesy in dealing with peers and superiors.	4.67	Exceeded job requirements
3. Willingly helps other (whenever necessary) in the performance in their task.	4.63	Exceeded job requirements
4. Is capable of learning from all listening to co-workers.	4.43	Exceeded job requirements
5. Shows appreciation and gratitude for any form of assistance granted to him/her by others.	4.50	Exceeded job requirements
6. Shows poise, self-confidence and is always well-groomed	4.47	Exceeded job requirements
7. Shows emotional maturity.	4.40	Exceeded job requirements
General Average Weighted Mean	4.51	Exceeded job requirements

Legend:

- 4.20 – 5.00 – Exceeded job requirements
- 3.40 – 4.19 – Fully met job requirements
- 2.60 – 3.39 – Met normal job requirements with few exceptions
- 1.80 – 2.59 – Met minimum job requirements
- 1.00 – 1.79 – Did not met job requirements

According to the study in the Academy of Management Journal by Michele Homes (2019), a lack of tactfulness can damage team performance, reduce helpfulness and collaboration, and negatively impact workplace relationships.

Moreover, "Shows emotional maturity" also got the lowest average weighted mean of 4.40 and was interpreted as "Exceeded job requirements". It means that employees achieved a level of self-awareness regarding their thoughts and behaviors, and then decides how to effectively handle and cope with situations that are otherwise difficult or hard. This is similar to the study of Morgan (2018) stated that emotional maturity is the key to a happy fulfilled life. Without which, the individuals fall an easy prey to the dependencies and insecurities. Furthermore, Feuerman (2021) stated that people who lack emotional maturity often do not have good insight into themselves or their behavior. They might not believe or will refuse to see that their behavior is dysfunctional or unhealthy.

The general average weighted mean of the employers' feedback in terms of social skills was 4.51, meaning "Exceeded job requirements". This indicates that BEED 2016 to 2019 graduates collaborate successfully in their workplace. They are tactful, kind, helpful, grateful, confident, well-dressed, and emotionally matured. To support this result, Yixen (2019) stated that social skill is becoming increasingly important in today's workplace because organizational structures are becoming flatter with more service-oriented positions. Strong social skills can assist you in achieving your goals, contributing to company success, performing effectively during the recruiting process, and expanding your professional

network. Understanding and honing your social skills can help you in all aspects of your life. Strong social skill can facilitate interpersonal interactions which can in turn lead to effective job outcomes.

Table 3 shows the employers' general comments.

According to the data collected, the employers' feedback on the job performance of Bachelor of Elementary Education (BEED) 2016 to 2019 graduates of BISU-Bilar in terms of work habits got the comments "shows passion and commitment in teaching, can do work without much supervision, and hardworking". On the other hand, in relation and support to the result, Paksoy et al. (2017) stated that the sense of commitment is a powerful emotion that completely engulfs the individual in a position of critical importance, and that it is also included in the employee profiles that managers seek.

Table 3
Employers' General Comments
N = 30

Category	Comments
Work Habits	Shows passion and commitment in teaching, can do work without much supervision and hardworking.
Work Skills	Shows excellence in their work, can be relied on given assignment and very good in ICT.
Social Skills	Very cooperative and relates well with others.

Moreover, work skills category gained the comments “shows excellence in their work, can be relied on given assignment, and very good in Information Communication Technology (ICT)”. In relation and support to the result, Employers’ Satisfaction on the Performance of New College Graduates by Tudy (2017) states that technical capabilities, such as computer skills, soft skills (character) were considered to be among the top skills acknowledge by employers among Cor Jesu College alumni. Most significantly, it guaranteed that having a computer knowledge is one of the essential 21st century skills that is high in demand in the workplace.

Finally, social skills category received the comments “very cooperative and relates well with others”. To support this result, several studies have shown how important communication skills are for individuals to be successful in their jobs and to help the institution they work for succeed (Ahmed and Redha, 2014; Sarudin and Noor, 2013). Furthermore, Social Skills: A Factor to Employees’ Success by Beheshtifar et al. (2013) states that despite the fact that the concept of social competence is not new, organizational behavior academics have recently begun to investigate its impact on in professional success. Social skills are crucial because they enable us to interact with others in a predictable manner, allowing us to better understand and be understood. Strong social skills can help people interact more effectively, which can lead to better employment results. In interpersonal circumstances, social skills also allow an individual to communicate both positive and negative feelings without losing social reinforcement.

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the data presented in Chapter II. Based on the findings, conclusions are made and recommend actions are offered.

Summary of Findings

This study aimed to determine the employers' feedback on BEED 2016 to 2019 graduates of BISU - Bilar Campus that are currently working in the institution regarding their performance in job. Specifically, the employees' demographic profile and feedback of the employers were collected and gathered through an adopted survey questionnaire from Student Affairs Office (SAO) using social media platforms such as Facebook and Messenger, and ocular visit to their places of employment. The gathered data were organized for analysis and interpretation.

After a thorough analysis of the study, the researchers came up with the following findings:

1. **Profile of the Employees.** It was discovered that regulars made up the majority of the employees. In terms of the position, mostly were Teacher-I and majority of the employees were teaching for 3 years.
2. **Employers' Feedback.** Social skills as measure of graduates' performance obtained the highest rating with general average weighted mean of 4.52 while work skills obtained the least with 4.36 as general average weighted mean. It has been noted that the

graduates were evaluated as passionate and committed in teaching, can do task without much supervision and hardworking. They were also observed as reliable, excellent in workplace, good in Information Communication Technology, cooperative, and relates well with their colleagues.

Conclusion

After careful consideration of the findings, the following conclusions were acquired:

Based on the study's results, the researchers came to the conclusion that Bachelor of Elementary Education (BEED) 2016 to 2019 graduates delivered exceptional performance that much beyond on the employment needs and expectations.

Moreover, BEED 2016 to 2019 graduates acquired high rating in all categories and received positive feedbacks from their employer such as dealing with a variety of people, being respectful and courteous, being helpful to others, willing to listen and learn, being appreciative, having self – confidence, and being emotionally matured. Also, the employers described them as a dedicated teacher and know how to operate machines and technologies needed on the job.

Recommendation

Based on the study's findings and conclusions, the following recommendations were given:

1. The faculty in the College of Teacher Education should maintain good and quality teaching for graduates to be fully equipped with appropriate qualities of an effective teacher.
2. The College of Teacher Education should conduct a follow-up tracer study of education graduates not only to meet one of the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP) assessment requirements, but also to present a more in-depth review and empirical analysis of the college curriculum offerings.
3. A follow up study should be conducted to find out the reasons of the feedback of the employers on the performance of BEED graduates.
4. The Graduates Tracers Study (GTS) should be repeated every two years at the very least.
5. Future researchers replicate this study for further verification of findings.

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APPENDIX A.1



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY- BILAR
 Zamora, Bilar, Bohol

November 22, 2021

MARIETTA C. MACALOLOT, PhD
 Campus Director
 Bohol Island State University- Bilar
 Zamora, Bilar, Bohol

Thru:

MARJORIE T. CAYBOT
 Registrar

Madam:

Greetings!

We, the undersigned BEEd fourth year students are currently doing our Thesis Writing with the title, "**EMPLOYERS' FEEDBACK ON BEED 2016 – 2019 GRADUATES OF BOHOL ISLAND STATE UNIVERSITY – BILAR CAMPUS**". In this connection, we would like to request from your good office to provide us an official list of the BEED students who graduated from year 2016, 2017, 2018, 2019.

In addendum, we believe that the output of this undertaking will be both beneficial for BISU-Bilar particularly, the College of Teacher Education in its quest for excellence and accreditation. Likewise, our partial fulfillment for the requirement of the course Research in BEED.

Rest assured that the data will be dealt with utmost care and confidentiality. Thus, we humbly request your utmost consideration in favorable response regarding this matter.

Thank you and may you continue to be a blessing to this institution.

Very respectfully yours,

(Sgd.) **GENEVEVE C. CATURZA**(Sgd.) **CHRISTINE JEAN F. CURIBA**(Sgd.) **GELENA O. DEGAMO**
Student Researchers

Noted:

(Sgd.) **ADORACION P. QUITORAS, Ed.D.**
Adviser/ DGEEd Chairperson(Sgd.) **MA. QUIMAR Q. GAHIT, Ed. D.**
Dean, CTE

Recommending Approval:

Approved:

(Sgd.) **MARJORIE T. CAYBOT**
Registrar(Sgd.) **DR. MARIETTA C. MACALOLOT**
Campus Director

APPENDIX A.2



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY- BILAR
 Zamora, Bilar, Bohol



November 22, 2021

BIANITO A. DAGATAN, Ed.D., CESO V
 Schools Division Superintendent
 Department of Education
 Division of Bohol
 Tagbilaran City

Sir:

Greetings!

We are fourth year students taking up Bachelor of Elementary Education of Bohol Island State University – Bilar Campus. We are presently conducting our research entitled, **“EMPLOYERS’ FEEDBACK ON BEED 2016 – 2019 GRADUATES OF BOHOL ISLAND STATE UNIVERSITY – BILAR CAMPUS”**. Its primary aim is to determine the performance of the employed graduates in their places of work.

In this regard, we humbly request permission from your good office to conduct the said research to the Elementary Schools in your division where our graduates are presently employed. Moreover, the school principals, school heads or officers-in-charge of these high schools will be the respondents. In this time of pandemic, we will gather the data through Google Forms, however, if there is a need to personally see the respondent, we assure you that health protocols will be followed strictly.

Your favorable response in this request would greatly help in our endeavor to fulfill one of requirements for our graduation.

Thank you very much and God bless!

Very respectfully yours,

(Sgd.) **GENEVEVE C. CATURZA**(Sgd.) **CHRISTINE JEAN F. CURIBA**(Sgd.) **GELENA O. DEGAMO**
Student Researchers

Noted:

(Sgd.) **MA. QUIMAR Q. GAHIT, Ed. D.**
Dean, CTE

Recommending Approval:

(Sgd.) **MARIETTA C. MACALOLOT, Ph.D.**
Campus Director

Approved:

(Sgd.) **BIANITO A. DAGATAN, Ed. D., CESO V**
Schools Division Superintendent



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF BOHOL

1st Indorsement
December 02, 2021

Respectfully returned to Ms. Geneveve C. Caturza, a fourth year student of Bachelor of Elementary Education, Bohol Island State University- Bilar Campus, Bilar, Bohol, the herein document which is self-explanatory, approving request to conduct study and distribute questionnaires to the elementary school principals, school heads and officers in charge in the districts of Danao, Dagohoy, San Miguel and Trinidad province of Bohol in the month of December, 2021 provided that:

- the Schools District Supervisor is informed of the activity and purpose;
- DepED Order No. 9, s. 2005 re: Instituting Measures to Increase Engaged Time-On-Task or "No Disruption-of-Classrooms Policy" shall be adhered to, therefore, the activity must be conducted outside class hours;
- ethical issues in conducting research must be observed: informed consent, that the activity support important social and moral values, such as the principle of doing no harm to others, respect for anonymity and confidentiality, and respect for privacy;
- accomplished questionnaires must be kept in private and must be disposed properly if no longer needed;
- copy of the executive summary of the overall results of the study shall be furnished to this office through the Planning and Research Section.


BIANITO A. DAGATAN EdD, CESO V
Schools Division Superintendent 

RE: Ms. Geneveve C. Caturza, a fourth year student of Bachelor of Elementary Education, Bohol Island State University- Bilar Campus, Bilar, Bohol, request to conduct study and distribute questionnaires to the elementary school principals, school heads and officers in charge in the districts of Danao, Dagohoy, San Miguel and Trinidad province of Bohol.





APPENDIX A.4
 Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY- BILAR
 Zamora, Bilar, Bohol



November 22, 2021

REV. FR. LINUEL C. CAÑIZARES
 Superintendent
 Bohol Association of Catholic Schools
 Tagbilaran City

Sir:

Greetings!

We are fourth year students taking up Bachelor of Elementary Education of Bohol Island State University – Bilar Campus. We are presently conducting our research entitled, **“EMPLOYERS’ FEEDBACK ON BEED 2016 – 2019 GRADUATES OF BOHOL ISLAND STATE UNIVERSITY– BILAR CAMPUS”**. Its primary aim is to determine the performance of the employed graduates in their places of work.

In this regard, we humbly request permission from your good office to conduct the said research to the Catholic Elementary Schools in Bohol where our graduates are presently employed. Moreover, the school principals, school heads or officers-in-charge of these Elementary schools will be the respondents. In this time of pandemic, we will gather the data through Google Forms, however, if there is a need to personally see the respondent, we assure you that health protocols will be followed strictly.

Your favorable response in this request would greatly help in our endeavor to fulfill one of requirements for our graduation.

Thank you very much and God bless!

Very respectfully yours,

(Sgd.) **GENEVEVE C. CATURZA**

(Sgd.) **CHRISTINE JEAN F. CURIBA**

(Sgd.) **GELENA O. DEGAMO**
 Student Researchers

Noted:

(Sgd.) **MA. QUIMAR Q. GAHIT, Ed. D.**
 Adviser / Dean, CTE

Recommending Approval:

(Sgd.) **MARIETTA C. MACALOLOT, Ph.D.**
 Campus Director

Approved:

(Sgd.) **REV. FR. LINUEL C. CAÑIZARES**
 BACS Superintendent

APPENDIX A.5



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY- BILAR
 Zamora, Bilar, Bohol



November 22, 2021

REV. FR. GERSON A. JUSTINIANI
 Superintendent
 Bohol Association of Catholic Schools
 Talibon, Bohol

Sir:

Greetings!

We are fourth year students taking up Bachelor of Elementary Education of Bohol Island State University – Bilar Campus. We are presently conducting our research entitled, **“EMPLOYERS’ FEEDBACK ON BEED 2016 – 2019 GRADUATES OF BOHOL ISLAND STATE UNIVERSITY– BILAR CAMPUS”**. Its primary aim is to determine the performance of the employed graduates in their places of work.

In this regard, we humbly request permission from your good office to conduct the said research to the Catholic Elementary Schools in Bohol where our graduates are presently employed. Moreover, the school principals, school heads or officers-in-charge of these Elementary schools will be the respondents. In this time of pandemic, we will gather the data through Google Forms, however, if there is a need to personally see the respondent, we assure you that health protocols will be followed strictly.

Your favorable response in this request would greatly help in our endeavor to fulfill one of requirements for our graduation.

Thank you very much and God bless!

Very respectfully yours,

(Sgd.) **GENEVEVE C. CATURZA**(Sgd.) **CHRISTINE JEAN F. CURIBA**(Sgd.) **GELENA O. DEGAMO**
Student Researchers

Noted:

(Sgd.) **MA. QUIMAR Q. GAHIT, Ed.D.**
Dean, CTE

Recommending Approval:

(Sgd.) **MARIETTA C. MACALOLOT, Ph.D.**
Campus Director

Approved:

(Sgd.) **REV. FR. GERSON A. JUSTINIANI**
BACS Superintendent

APPENDIX B

Instrument

Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY-BILAR CAMPUS
 Zamora, Bilar, Bohol



Vision: A premier Science and Technology University for the formation of a world class and virtuous human resource for sustainable development in Bohol and the Country.

Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development and extension services for the sustainable development of Bohol and the Country.

FEEDBACK ON EMPLOYED BISU GRADUATE

Name of Employee : _____ Year Graduated _____
 Sex : _____ Position _____
 Sector of Employment : _____ Number of Years Employed _____
 Status of Employment : _____

Dear School Manager,

Greetings!

Kindly rate our graduate who is already employed in your school by putting a checkmark (/) on the corresponding rating based on their performance.

Thank you!

The Researchers

Rating	Description	
1	Did not meet job requirements	Significant performance improvement needed
2	Met minimum job requirements	Work improvement plan was needed to bring performance to a satisfactory level
3	Met normal job requirements with a few exceptions	Improvement in performance needed in one or more elements
4	Fully met job requirements	Performance was what expected of a person in his/her position
5	Exceeded job requirements	Employee performance was impressive, exceeded what is normally expected

CRITERIA/RATING	1	2	3	4	5
WORK HABITS					
1. Punctuality					
2. Reports regularly					
3. Performs task without much supervision					
4. Practices self-discipline in his/her work					
5. Demonstrate dedication and commitment to the task assigned to him/her					
Work Habits Total/ Average:					
WORK SKILLS					
1. Demonstrate the ability to operate machines needed on the job.					
2. Handles the details of the work assigned to him/her.					
3. Shows flexibility (whenever the need arises) in the process of going through his/her task.					
4. Manifests thoroughness and precise attention to details.					
5. Fully understand the linkage or connection between his/her task to previous, intervening and subsequent task.					
6. Usually comes up with sound suggestions to problems.					
Work Skills Total/ Average:					
SOCIAL SKILLS					
1. Shows tact in dealing with different people he/she comes in contact with.					
2. Shows respect and courtesy in dealing with peers and superiors.					
3. Willingly helps other (whenever necessary) in the performance in their task.					
4. Is capable of learning from all listening to co-workers.					
5. Shows appreciation and gratitude for any form of assistance granted to him/her by others.					
6. Shows poise, self-confidence and is always well-groomed.					
7. Shows emotional maturity.					
Social Skills Total/Average:					
Overall Total/ Average Rating:					
COMMENTS/ RECOMMENDATION:					

Certified True and Correct:

Name of Rater : _____
Signature of Rater : _____
Position/Designation : _____
School : _____
Address of School : _____
Date : _____

APPENDIX C

Raw data

Profile of the Respondents

Respondents #	Sex	Sector of Employment	Status of Employment	Number of years employed	Year Graduated	Position
1	2	1	1	1	4	1
2	1	1	1	2	4	1
3	2	2	1	1	3	1
4	2	2	1	1	3	1
5	2	2	2	1	3	1
6	2	1	2	3	3	1
7	2	1	2	1	2	1
8	2	2	1	1	2	1
9	2	2	1	1	2	1
10	2	2	2	1	2	1
11	2	2	2	2	2	1
12	2	2	2	2	2	1
13	2	2	2	2	2	1
14	1	2	2	3	2	1
15	2	2	2	3	2	1
16	2	2	2	1	1	1
17	2	2	2	2	1	1

18	2	2	2	2	1	1
19	1	2	2	2	1	1
20	2	2	2	3	1	1
21	2	2	2	3	1	1
22	2	2	2	3	1	1
23	2	2	2	3	1	1
24	1	2	2	4	1	1
25	2	2	2	4	1	2
26	2	2	2	4	1	1
27	2	2	2	3	1	1
28	2	2	2	3	1	1
29	2	2	2	3	1	1
30	2	2	2	3	1	1

Legend:

Sex
 Male = 1
 Female = 2

Sector of Employment
 Private = 1
 Public = 2

Status of Employment
 Probationary = 1
 Regular = 2

Number of Years Employed

1 year = 1
 2 years = 2
 3 years = 3
 4 years = 4

Year Graduated

2016 = 1
 2017 = 2
 2018 = 3
 2019 = 4

Position

Teacher 1 = 1
 Teacher 3 = 2

Employers' Feedback in Terms of Work Habits

Respondents #	Item #				
	1	2	3	4	5
1	5	5	5	5	5
2	5	5	5	5	5
3	5	5	5	5	5
4	5	5	5	5	5
5	5	5	5	5	5
6	5	5	5	5	5
7	5	5	5	5	5
8	4	5	5	5	5
9	4	5	5	5	5
10	4	5	5	5	5
11	4	5	5	5	5
12	4	5	5	5	5
13	4	5	5	5	5
14	4	5	5	5	5
15	4	5	5	5	5
16	4	5	5	5	5
17	4	5	5	5	5
18	4	5	5	5	5
19	4	5	5	5	5
20	4	5	5	5	5
21	4	5	5	5	5
22	4	5	5	5	5
23	4	5	5	5	5
24	4	5	5	5	5
25	4	5	5	5	5
26	4	5	5	5	5
27	4	4	4	5	5
28	4	4	4	5	5
29	4	4	4	5	5
30	4	4	4	5	5
Total	132	133	135	135	134
Average Weighted Mean	4.4	4.43	4.5	4.5	4.47
General Average Weighted Mean	4.36				

Employers' Feedback in Terms of Work Skills

Respondents #	Item #					
	1	2	3	4	5	6
1	4	4	4	4	4	4
2	5	4	4	4	4	4
3	4	5	5	5	4	5
4	5	5	5	5	5	5
5	5	5	5	4	4	4
6	5	5	5	5	5	5
7	4	5	5	5	5	5
8	4	4	4	4	4	4
9	4	3	4	4	4	4
10	4	4	4	4	4	4
11	5	5	5	5	5	5
12	4	3	4	4	4	4
13	4	4	4	4	4	4
14	5	5	5	5	5	5
15	4	4	4	4	4	4
16	4	4	5	4	4	4
17	5	5	5	5	5	5
18	5	5	5	5	5	5
19	4	4	5	4	4	4
20	4	5	4	4	4	4
21	4	4	3	3	3	3
22	4	5	5	5	5	5
23	5	5	4	4	4	4
24	5	4	4	4	4	4
25	5	5	5	5	5	5
26	4	4	4	4	4	4
27	4	4	4	4	4	4
28	4	4	5	4	4	4
29	5	4	4	4	4	4
30	5	5	5	4	4	4
Total	133	132	133	129	128	129
Average Weighted Mean	4.43	4.4	4.43	4.3	4.27	4.3
General Average Weighted Mean	4.46					

Employers' Feedback in Terms of Social Skills

Respondents #	Item #						
	1	2	3	4	5	6	7
1	4	4	4	4	4	4	4
2	4	5	5	5	5	5	5
3	5	5	5	5	5	5	4
4	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5
6	5	5	5	5	5	5	5
7	5	5	5	5	5	5	5
8	5	5	5	4	4	4	4
9	4	5	5	5	5	4	5
10	4	4	4	4	4	4	3
11	5	5	5	4	5	5	5
12	4	5	5	5	5	4	5
13	4	4	4	4	4	4	4
14	5	5	5	5	5	5	5
15	4	4	4	4	4	4	4
16	4	5	5	4	4	5	4
17	5	5	4	5	4	5	4
18	5	5	5	5	5	5	5
19	4	4	4	4	4	5	4
20	4	5	4	5	4	4	5
21	3	4	4	4	4	3	3
22	4	5	5	5	5	5	5
23	5	5	5	5	5	5	5
24	4	4	5	4	5	4	4
25	5	5	5	5	5	5	5
26	4	4	4	4	4	4	4
27	4	4	4	4	4	4	4
28	5	5	5	4	4	4	4
29	4	4	4	4	4	4	4
30	4	5	5	5	4	4	4
Total	132	140	139	136	135	134	132
Average Weighted Mean	4.4	4.67	4.63	4.43	4.5	4.47	4.4
General Average Weighted Mean	4.51						