

**BSED - MATH 2016 - 2019 GRADUATES: EMPLOYERS' FEEDBACK**

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

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**June 2022**

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

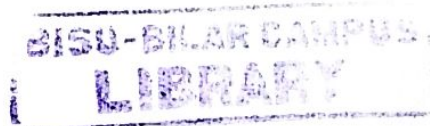
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**In Partial Fulfillment  
of the Requirements for the Degree  
in Bachelor in Secondary Education, Major in Mathematics**

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**JEROME M. ACENAS  
NATHALIE T. BUTRON  
AJLYN C. SUASIN**

**June 2022**




## APPROVAL SHEET


This thesis entitled "BSED - MATH 2016 - 2019 GRADUATES: EMPLOYERS' FEEDBACK", was prepared and submitted by Jerome M. Acenas, Nathalie T. Butron, and Ajlyn C. Suasin in partial fulfillment of the requirements for the degree Bachelor in Secondary Education - Major in Mathematics, has been examined and recommended for acceptance and approval for oral defense.


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- **The Researchers**

## ABSTRACT

This study aimed to determine the employers' feedback on the job performance of the BISU – Bilar BSEd – Math 2016 – 2019 graduates currently employed as secondary school teachers in the province of Bohol. Specifically, this study sought to find out the Demographic Profile of the graduate in terms of: sex, sector of employment, status of employment, year graduated, position, and number of years employed. Moreover, this study sought to know the feedback of the employers in terms of: work habits; work skills; and social skills.

To achieve the purpose of this study, the researchers employ a descriptive research method utilizing an adapted survey questionnaire from Students' Affairs Office. This study was conducted in public and private (catholic) high schools in the province of Bohol. The respondents were the secondary school principal/school heads. Percentage formula and Average Weighted Mean were used to treat the data.

The study revealed that among the respondents, majority are female and are employed as regular teachers. 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. They are flexible enough to do various tasks efficiently and know how to cooperate with co – teachers.

Future researchers may replicate this study for further verification of results. The data will be helpful in making policies and services more effective and ensure quality education for future generations.

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## Chapter 1

### THE PROBLEM AND ITS SCOPE

#### Rationale

The researchers would like to look into BISU's VMGO if it has come to reality. One of the major indicators of its achievement is improved quality of education, aside from improved services, and strengthened campus management. The performance of its graduates will tell if the university had provided its students with quality education. We can determine their performance through feedback that comes from their employers.

Feedback is important in the workplace and is applicable in all jobs worldwide. It is constructive and is vital in employee's development. Feedback will clarify employers' expectations for their employees, helps them learn from their mistakes, and builds confidence among the employees. Without feedback, there would be no learning. It tells the employees of any job type their strengths, their weaknesses, and what they need to learn. Constructive feedback is one of the best things employers can provide to their employees. When delivered properly, it can reinforce positive behavior, correct any negative performance and promote excellence.

The feedback will give the university an idea about the quality of education and services offered by the school during the time the graduates were honing their skills. Employment status, promotion, and overall performance in the job shown by the teacher mirror how they were molded into who they are today. The data will be

helpful in making policies and services more effective and ensure quality education for future generations.

Thus, the researchers would like to know the performance of BISU – Bilar Graduates from year 2016 up to year 2019 preferably those who took up Bachelor of Secondary Education, major in Mathematics who are currently employed as teachers. Their performance will be assessed through a tracer study using a questionnaire given to the secondary school heads and principals within the province of Bohol.

### **Literature Background**

Social Learning Theory/Observational Learning (Bandura, 1986) states that social behavior is learned by observing and imitating the behavior of others. This theory is about learning through observation. The BISU-Bilar graduates who are currently employed as teachers are new to their job because some are fresh graduates while others have few years of teaching experience, unlike their co-teacher. They need first to be introduced and since they are new to their job. They should observe the overall processes of their job. They should observe what their co-employees do, how they interact, and observe professionalism. The feedback will tell how do these graduates perform in their respective institutions. For the employers to be able to give feedback, they also need to observe.

On the other hand, the General Systems Theory of Edward Deming (1993), states that the achievement of an institution is linked with hard work and determination which comes from the higher administration. Based on an

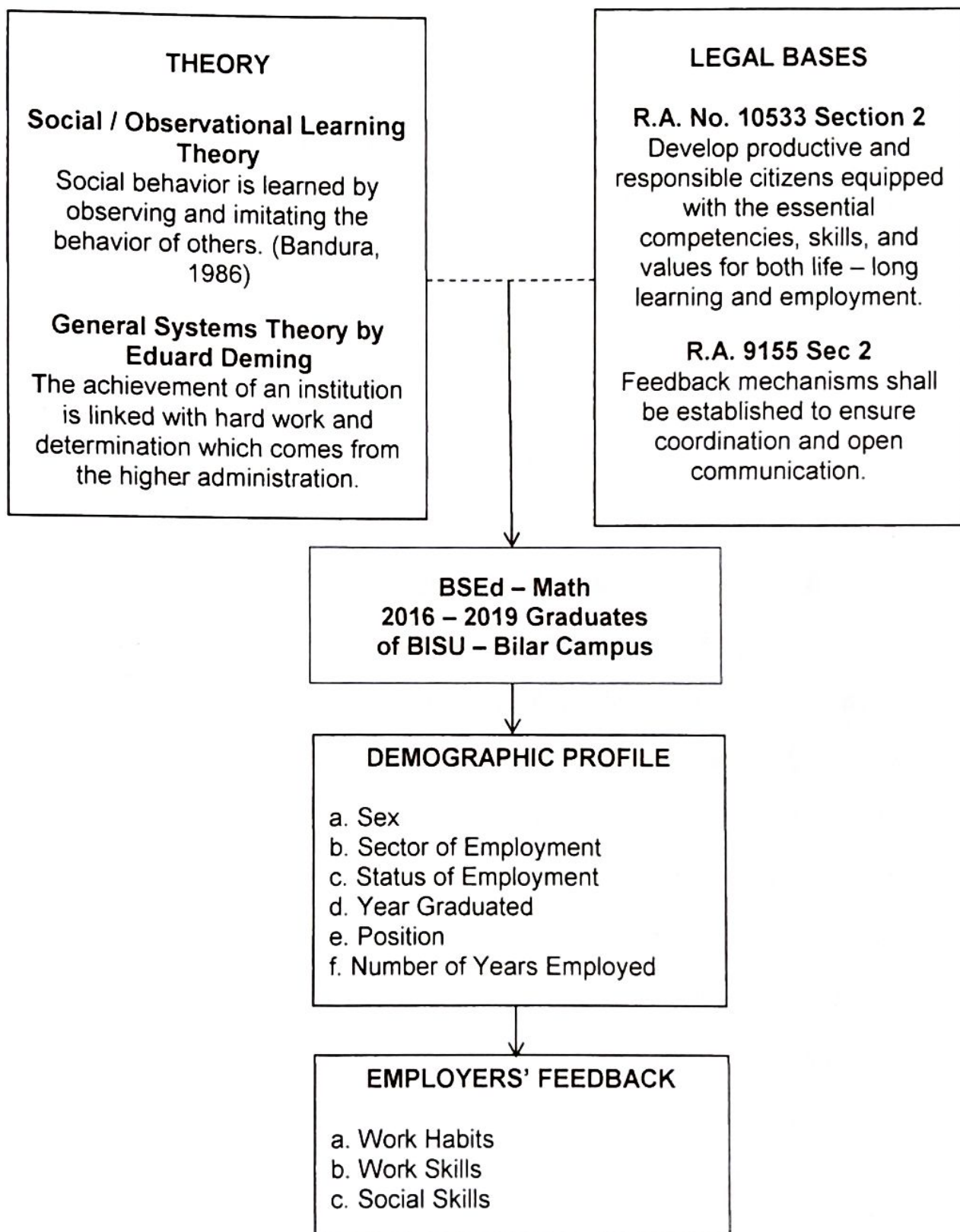


Figure 1. Theoretical and Conceptual Framework

observation, there is 95% chance that a problem is due to how the employers treat and govern their employees because every employee needs help from the employer. (Horine, 1993). In our study, the performance of the graduates is linked not only to the administration of their school, but also with the institution where they graduated. Their achievement is also an achievement of BISU-Bilar.

According to section 2 of the Republic Act No. 10533 known as the "Declaration of Policy", it 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 in 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. The feedback of the employers for the graduates will tell the BISU – Bilar if it has attained its Vision of producing a virtuous and world class human resource and if it has really equipped the students with the knowledge and skills they need for their future career and if it has prepared them for life.

Furthermore, 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. In relation to this study, since feedbacking is an act of democracy, it should be done regularly in institutions by the school heads to ensure open communication with the employees and also with the institution where they graduated.

There are various definitions of employability skills as defined by the scholars, 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. (Harvey and Green, 1994; McDermott, 2006). 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 petentia and contribute successfully to enterprise strategic directions (Murray and Robbinson, 2001).

The employability of graduates is now an essential concern as competition for students, both local and overseas. The employment situation remains particularly challenging for all kinds of profession. As we leave the age of production and enter the age of knowledge, new careers are likely to develop, different skills will be needed, and certain industries will grow while others fade. New graduates are in transition phase in their careers. One of the important and challenging issues many students are facing today is the rapid changing world of work. Trends in labor market should be paid close attention. (CHED graduates Tracer Study).

The subsection, college graduate labor force, will focus on the job opportunities of the new college graduates in their respective fields of study. It will include studies on the waiting period for a job and earnings of the new entrants. (CHED graduates Tracer Study)

Also, modern economy needs highly trained and skilled human resource, and higher education institutions HEIs are required to produce qualified graduates to meet the needs of national development and employers. The industry defines the characteristics and skill requirements of its workforce which may or may not be matched by the graduates being produced by HEIs. (Arpita, 2017)

Since this study is a tracer study which determines the performance of BSED Math graduates of BISU – Bilar through the feedback given by the employers, it implies employability of the graduates. Not all graduates are currently employed due to the job demands and opportunities both locally and globally. Even though this study doesn't focus on the type of job of the non-teaching graduates, it mirrors what fraction of the graduates are employed as teachers. The rest may be employed in companies, having a job that may or may not be aligned with their degree, while others may just be confined in their homes. By these, the study is linked with employability.

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.

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 institutions 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 adapt to the culture of the firm and the desire to learn

continuously. This implies that one's ability to adapt and respond to changing work situations and environments will possibly give an edge for the graduate to become highly employable.

In addition to these studies, Employers' Feedbacks on the Performance of Teacher Education Graduates by Aquino (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.

Navarro (2020) states that the feedback the institution receives from its alumni' employers is 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.

Thompson (2008) says more than 90% of companies seek individuals that are dynamic and agile, able to learn on the job, team players, technically proficient, and committed to success. Thus, Hesketh (2000) and DOLE Annual Report (2013) states that employers have expressed concern about not being able to obtain graduates within the necessary capabilities.

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.

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.

## THE PROBLEM

### Statement of the Problem

This study aimed to determine the employers' feedback on the job performance of the BISU – Bilar BSEd – Math 2016 – 2019 graduates currently employed as secondary school teachers in the province of Bohol.

Specifically, this study sought answers to the following questions:

1. What is the demographic profile of the graduate in terms of:

- 1.1. sex;
- 1.2. sector of employment;
- 1.3. status of employment;
- 1.4. year graduated;
- 1.5. position; and
- 1.6. number of years employed?

2. What are the feedback of the employers in terms of:

- 2.1. work habits;
- 2.2. work skills; and
- 2.3. social skills?

### Significance of the study

This study aimed to determine the employers' feedback on the job performance of the BISU – Bilar BSEd – Math 2016 – 2019 graduates currently employed as secondary school teachers in the province of Bohol. Through this

study, the researchers would be able to determine how the employers view the performance of BSEd Math graduates of BISU – Bilar. More specifically, the results of this study were hopefully beneficial to the following:

**Campus Heads.** This study would let the campus heads know the performance of BSED – Math 2016 – 2019 graduates of BISU – Bilar Campus in the schools where they are presently employed. The results of the study would serve as basis for the upgrading of facilities and services, review of curriculum for quality education and for making the institution a good training ground for the students to be life ready and job – ready.

**College Heads.** This study would be beneficial to the dean and chairpersons of the College of Teacher Education. They would be able to review policies to improve or sustain and implement strategies for quality education.

**Instructors.** The data gathered would give the instructors an idea on how to find ways to improve quality of education and work performance of their students.

**Parents.** The parents could help in the follow up of their children's studies.

**Students.** The students in the institution, specifically, in the College of Teacher Education will be assured that they are receiving optimum quality of education and good foundation towards their future career.

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

## RESEARCH METHODOLOGY

### Design

To achieve the purpose of this study, the researchers employ a descriptive research method utilizing an adapted survey questionnaire from Students' Affairs Office to determine the employer's feedback on the job performance of BSEd - Math 2016-2019 graduates of BISU – Bilar Campus currently employed as secondary school teachers in the province of Bohol in terms of their work habits, work skills, and social skills.

### Environment and Participants

This study was conducted in public and private (catholic) high schools in the province of Bohol.

The respondents were the secondary school principals/school heads. They gave feedback on the performance of the BSEd - Math 2016-2019 graduates of BISU – Bilar Campus who are currently employed in their school.

### Instrument

The study employed an adapted survey questionnaire from Students Affairs Office of BISU – Bilar Campus. The data gathering tool is divided into five parts. The first part dealt on the work habits of respondents. The second part is the work skills. Then the third part is the social skills. Fourth, is the comments and

recommendations. The last part, the name of the employer and employee's personal profile.

### **Procedure**

The researchers requested permission to conduct the study from the Dean and Chairperson of the College of Teacher Education. After which, a letter was sent to the school principal of the schools where the graduates are employed, requesting them to complete the survey questionnaire and provide the researchers with the desired data. They were assured of the confidentiality of the data gathered.

The data gathering was done through social media platforms such as Facebook and messenger, as well as, visiting school where they are employed. Since the study was conducted during the the midst of the COVID 19 Pandemic, health protocols were closely adhered in order to minimize undesirable outcomes.

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

### **Statistical Treatment**

The following statistical treatment were used for the data gathered.

Percentage Formula was used to determine the demographic profile of the graduates.

$$P = \frac{100F}{N}$$

where:

$P$  = Relative Frequency (%)

$F$  = Frequency of Response

$N$  = No. of Respondents

Average Weighted Mean was used to determine the feedback of the employers.

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

where:

$\bar{x}$  = Average Weighted Mean

$X$  = response (rating)

$f$  = frequency

$n$  = number of respondents

Legend:

4.21 – 5.00 – Exceeded job requirements

3.41 – 4.20 – Fully met job requirements

2.61 – 3.40 – Met normal job requirements with few exceptions

1.81 – 2.60 – Met minimum job requirements

1.01 – 1.80 – Did not met job requirements

## DEFINITION OF TERMS

For better understanding of the study, the following terms were used in the study and each of them was defined operationally:

**Employers.** They are the school heads/principals of the secondary schools around the province of Bohol.

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

**Graduates.** They are the graduates of Bohol Island State University – Bilar Campus (BISU – Bilar) who took up Bachelor of Secondary Education – Major in Mathematics (BSEd – Math) from year 2016 up to year 2019 who are currently teaching in secondary schools within the province of Bohol.

**Position.** Refers to the current position of the graduate in the school where they are teaching. Among the respondents, there were 3 teaching positions: T-I, T-II, and SPST-I.

**Number of Years Employed.** The length of teaching experience of the graduate.

**Sex.** Refers to the sex of the graduate if they are male or female.

**Sector of Employment.** It refers to the whether the graduate is teaching in a public or a private institution.

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

**Status of Employment.** It refers to whether the graduate has a contractual, permanent, or probationary status of Employment.

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

**Work Skills.** It refers to the overall skill shown by the graduate 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.

**Year Graduated.** Refers to the year the BISU – Bilar graduates completed their college education.

## 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 secondary school principals or school heads.

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

**Sex.** It was found out that majority of the employees were Female: 8 (88.89%).

**Sector of Employment.** Data showed that 5 employees (55.56%) were coming from private schools. On the other hand, 4 employees (44.44%) were coming from public schools.

**Status of Employment.** The study revealed that among the 9 respondents, 5 (55.56%) have permanent status, 3 (33.33%) have probationary status, and only 1 (11.11%) has contractual status of employment.

**Year Graduated.** There is only 1 (11.11%) employee who graduated in 2016, 3 (33.33%) graduated in 2017, 2 (22.22%) graduated in 2018, and 3 (33.33%) graduated in 2019.

**Position.** Four 4 (44.44%) teachers have T-I and SPST-I positions while only 1 (11.11%) teacher has a T-II position.

**Number of Years Employed.** The data implies that among the 9 respondents, 2 (22.22%) were teaching for less than a year, 3 (33.33%) for 1 year, 1 (11.11%) for 2 years, 2 (22.22%) for 3 years and only 1 (11.11%) had been teaching for 5 years.

Table 1  
Profile of the Employees  
(N = 9)

	Descriptor		Frequency	Percentage	Total
1.1	Sex	Female	8	88.89	100%
		Male	1	11.11	
1.2	Sector of Employment	Private	5	55.56	100%
		Public	4	44.44	
1.3	Status of Employment	Contractual	1	11.11	100%
		Permanent	5	55.56	
		Probationary	3	33.33	
1.4	Year Graduated	2016	1	11.11	100%
		2017	3	33.33	
		2018	2	22.22	
		2019	3	33.33	
1.5	Position	T-I	4	44.44	100%
		T-II	1	11.11	
		SPST - I	4	44.44	
1.6	Number of Years Employed	< 1 year	2	22.22	100%
		1 year	3	33.33	
		2 years	1	11.11	
		3 years	2	22.22	
		5 years	1	11.11	

**Table 2** shows the employers' feedback in terms of work habits, work skills, and social skills.

According to the data collected, the employers' feedback on the job performance of Bachelor of Secondary Education, Major in Mathematics (BSEd-Math) 2016-2019 graduates of BISU-Bilar in terms of work habits has general average weighted mean of 4.24. It is interpreted as "exceeded job requirements", and obtained some comments such as shows passion and commitment in teaching, can do work without much supervision and hardworking.

Moreover, work skills category has 4.52 general average weighted mean. It is described as "exceeded job requirements" and gained some comments such as shows excellency in their work, can be relied on given assignment and is literate when it comes to Information Communication Technology.

Finally, social skills category got "exceeded job requirements", having a general average weighted mean of 4.59. It has comments which state that the employees are very cooperative in doing various tasks. BISU-Bilar graduates are also found to relate well with others and knows how to adjust in social situations.

Table 2

Feedback of Employers

Category	General Average Weighted Mean	Interpretation	Comments
Works Habits	4.24	Exceeded job requirements	Shows passion and commitment in teaching, can do work without much supervision and hardworking.

<b>Category</b>	<b>General Average Weighted Mean</b>	<b>Interpretation</b>	<b>Comments</b>
Works Skills	4.52	Exceeded job requirements	Shows excellency in their work, can be relied on given assignment and very good in Information Communication Technology.
Social Skills	4.59	Exceeded job requirements	Very cooperative and relates well with others.

**Legend:**

4.21 – 5.00 – Exceeded job requirements

3.41 – 4.20 – Fully met job requirements

2.61 – 3.40 – Met normal job requirements with few exceptions

1.81 – 2.60 – Met minimum job requirements

1.01 – 1.80 – Did not met job requirements

## Chapter 3

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings of our study. We formulated conclusions and recommended actions based on our findings.

#### Summary of Findings

This study aimed to determine the employers' feedback on the job performance of the BISU – Bilar BSEd – Math 2016 – 2019 graduates currently employed as secondary school teachers in the province of Bohol. An adapted survey questionnaire from Student Affairs Office (SAO) was used. Data were gathered through social media platforms such as Facebook and Messenger, and visit to school where they are employed. The data in employees and feedback of the employers were collected and gathered. These were organized for analysis and interpretation.

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

#### 1. Profile of the Employees.

**Sex.** Majority of the employees were female.

**Sector of Employment.** There were more employees coming from private schools than public schools.

**Status of Employment.** Most of our respondents have permanent status of employment.

**Year Graduated.** A big portion of the employed are those who graduated in year 2017 and 2019.

**Position.** Almost all of the respondents are enjoying T-I and SPST-I positions.

**Number of Years Employed.** The highest number has been teaching for less than a year.

- Employers' Feedback.** Among the 3 categories, the BISU graduates got the highest in social skills with average weighted mean of 4.59. It means that BISU graduates are sociable. They relate well with others and are very cooperative. It is followed by Work Skills having an average weighted mean of 4.52 which means they show excellency in work. Work Habits got the least rating of 4.24, yet, remains to fit in the range of "Exceeded Job Requirements". It means they show passion and commitment in teaching.

## **Conclusion**

After careful consideration of the findings, the following conclusions have been formulated:

The teachers who are currently teaching in secondary schools show exemplary work habits. Each of them is noted to be punctual, to report regularly, to perform task without much supervision, to practice self – discipline in his / her work, and to demonstrate dedication and commitment to the task assigned to him / her.

Their work skills also exceeded the employer's expectations. This means that they demonstrate the ability to operate machines needed on the job. They also handle the details of the work assigned to them. They show flexibility throughout the process. They manifest thoroughness and precise attention to details. They fully understand the linkage and connection between his/her task to previous, intervening and subsequent task. They usually come up with sound suggestion to problems.

The BSEd- Math graduates show tact in dealing with different people they come in contact with, show respect and courtesy in dealing with peers and superiors, willingly help others, capable of learning from all listening to co-workers, show appreciation and gratitude for any form of assistance granted to them by others, show poise, self-confidence and are always well-groomed, and show emotional maturity.

### **Recommendations**

Based on the conclusions drawn from the study, the researchers came up with recommendations:

1. The instructors should maintain or even improve the quality of education they render to the students. They can improve those through assessing the performance of the students, determining the least mastered skills, and promoting learning through concrete experience in which instructors will give hands-on activities for them to learn the subject matter easily.
2. Future researchers may replicate this study for further verification of results.

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**APPENDIX A – Letters  
APPENDIX A.1**



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



December 10, 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 BSEd – Math fourth year students are currently doing our Thesis Writing with the title, “ **BSEd - Math 2016-2019 GRADUATAES: EMPLOYERS’ FEEDBACK** ”. In this connection, we would like to request from your good office to provide us an official list of the BSED Math 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 fulfilment for the requirement of the course Research in Mathematics II.

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.) **JEROME M. ACENAS**

(Sgd.) **NATHALIE T. BUTRON**

(Sgd.) **AJLYN C. SUASIN**  
Student Researchers

Noted:

(Sgd.) **LIBRADA S. QUILAS, Ph.D.**  
Chairperson, CTE

(Sgd.) **MA. QUIMAR Q. GAHIT, Ed.D.**  
Adviser / 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, Bilal, Bohol



October 21, 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 Secondary Education major in Mathematics of Bohol Island State University – Bilal Campus. We are presently conducting our research entitled, "BSEd Math 2016-2019 Graduates: Employers' Feedback". 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 High 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.) **JEROME M. ACENAS**

(Sgd.) **NATHALIE T. BUTRON**

(Sgd.) **AJLYN C. SUASIN**

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

**APPENDIX A.3**

Republic of the Philippines  
Department of Education  
Region VII, Central Visayas  
Division of Bohol

**1<sup>ST</sup> Indorsement**  
**October 26, 2021**

Respectfully returned to Mr. Jerome M. Acenas, a Bachelor in Secondary Education, Major in Mathematics, Bohol Island State University – Bilar Campus, Zamora, Bilar, Bohol, the herein document which is self-explanatory, approving request to conduct study and distribute questionnaires to Principals, School Heads or Officer-in-charge of all High Schools in the Division of Bohol in the month of October, 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-Classroom 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.

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

## APPENDIX A.4



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



October 21, 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 Secondary Education major in Mathematics of Bohol Island State University – Bilar Campus. We are presently conducting our research entitled, "BSEd Math 2016-2019 Graduates: Employers' Feedback". 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 High Schools in Bohol 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.) **JEROME M. ACENAS**

(Sgd.) **NATHALIE T. BUTRON**

(Sgd.) **AJLYN C. SUASIN**

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 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
<b>WORK HABITS</b>					
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					
<b>Work Habits Total/ Average:</b>					
<b>WORK SKILLS</b>					
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.					
<b>Work Skills Total/ Average:</b>					
<b>SOCIAL SKILLS</b>					
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.					
<b>Social Skills Total/Average:</b>					
<b>Overall Total/ Average Rating:</b>					
<b>COMMENTS/ RECOMMENDATION:</b>					

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

A – Sex	C – Status of Employment	E – Position
B – Sector of Employment	D – Year Graduated	F – Number of Years Employed

Graduate #	A	B	C	D	E	F
1	F	PUBLIC	PERMANENT	2018	SPST-I	1
2	F	PUBLIC	PERMANENT	2018	SPST-I	2
3	M	PRIVATE	PERMANENT	2016	T-I	5
4	F	PRIVATE	PROBATIONARY	2019	T-I	1
5	F	PRIVATE	CONTRACTUAL	2019	SPST-I	<1
6	F	PUBLIC	PERMANENT	2017	T-II	3
7	F	PUBLIC	PERMANENT	2017	SPST-I	3
8	F	PRIVATE	PROBATIONARY	2019	T-I	1
9	F	PRIVATE	PROBATIONARY	2017	T-I	<1

### Employers' Feedback in terms of Work Habits

Graduate #	ITEM #					Mean
	1	2	3	4	5	
1	3	2	2	5	3	3
2	5	5	5	5	5	5
3	3	5	5	5	5	4.4
4	5	5	4	4	4	4.4
5	5	5	5	5	5	5
6	5	5	5	5	5	5
7	4	4	4	4	4	4
8	3	3	3	3	3	3
9	3	4	5	5	5	4.4
<b>GENERAL AVERAGE WEIGHTED MEAN</b>						<b>4.24</b>

### Employers' Feedback in terms of Work Skills

Graduate	ITEM #						
#	1	2	3	4	5	6	Mean
1	4	3	4	4	4	3	3.67
2	5	5	5	4	5	5	4.83
3	5	5	5	5	5	5	5
4	4	5	5	4	5	5	4.67
5	5	5	5	5	5	5	5
6	5	5	5	5	5	5	5
7	4	5	5	4	4	4	4.33
8	4	3	3	3	3	3	3.17
9	5	5	5	5	5	5	5
GENERAL AVERAGE WEIGHTED MEAN							4.52

### Employers' Feedback in terms of Social Skills

Graduate	ITEM #							
#	1	2	3	4	5	6	7	Mean
1	3	5	4	5	5	4	4	4.29
2	5	5	5	5	5	5	5	5
3	5	5	5	5	5	4	5	4.86
4	4	5	4	5	5	4	5	4.57
5	5	5	5	5	5	5	5	5
6	5	5	5	5	5	5	5	5
7	4	4	4	4	4	4	4	4
8	3	4	4	4	4	4	4	3.86
9	5	5	5	5	4	4	5	4.71
GENERAL AVERAGE WEIGHTED MEAN								4.59