

Employment Satisfaction of the Bachelor of Elementary Education Graduates of Tagoloan Community College School Year 2019-2020

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ABSTRACT

This study aimed to determine the employment satisfaction of the Bachelor of Elementary Education graduates in the school year 2019–2020 at Tagoloan Community College. The study aimed to determine the level of satisfaction of teaching and non-teaching participants in terms of the four (4) factors namely; the salary and incentives, supervisor, growth opportunities, and working environment. A descriptive research design was used in the study using the questionnaire as the survey tool on data gathering. A total of 50 graduates of Bachelor in Elementary Education within the school year 2019 to 2020 in Tagoloan Community College served as the participants of the study. The study concludes that the teaching and non-teaching participants were neither satisfied nor dissatisfied with the salary and incentives factor, while the teaching participants had higher level of employment satisfaction towards supervisor, growth opportunities, and working environment factors than the non-teaching participants. Thus, the study provides recommendations to assess and monitor if the curriculum aligns with industry needs to ensure that graduates meet market demands.

Key words: Employment Satisfaction, Education, Employment, Elementary

INTRODUCTION

The group of researchers at Tagoloan Community College conducted a study to determine the employment satisfaction of the Bachelor of Elementary Education graduates of school year 2019-2020 in identifying the level of satisfaction of the participants and their demographic in terms of age, gender, civil status, present educational attainment, eligibility, employment status, nature of employment, work sector, kind of job, and monthly salary.

The Bachelor of Elementary Education (BEED) program serves as a crucial foundation for individuals aspiring to become educators, shaping the future of educational landscape. The assessment of graduates' employment satisfaction holds paramount importance in understanding the efficacy of academic institutions in preparing and equipping their alumni for the demands and challenges of the professional realm. In this context, the study aims to delve into the employment satisfaction levels among the graduates of the Bachelor of Elementary Education program at Tagoloan Community College during the academic year 2019-2020. The concept of employment satisfaction refers to whether or not workers are content and getting what they need and want from their jobs (Basumallick, 2021). The findings of this study hold potential to inform strategic interventions aimed at fostering enhanced educational experiences and more fulfilling career pathways for future graduates, ultimately contributing to the continual advancement of the education sector.

The study of Dharmiaro et al. (2021) reported that positivity is a gauge of employment satisfaction toward

one's work that arises from looking at one's qualities and the type of work. Many factors, including compensation and flexible work hours, plans, communications with coworkers, and freedom may have an impact on employment satisfaction. The study of Gomez & Sardido (2023) revealed that if educators are happy in their job, they will cultivate and uphold high performance level and morale. They will get a competitive edge in the increasingly globalized workforce in the midst of globalization.

The work of Nitafan & Canay (2020) stated that employment satisfaction is still a topic of interest and concern due to the complexity of its definition and contributing elements, which have led to a range of conclusion in previous relevant research. According to the State of the Global Workforce in 2022, majority of the workers globally are not satisfied, unhappy and disengaged. Employment satisfaction often leads in the withdrawal of organizational dedication, unanticipated staff turnover, and reduced productivity, performance, and decreased confidence in the organization (Ntimba et al., 2021).

The objectives of the study were focusing on evaluating the level of fulfillment and contentment of BEED graduates experience in their professional careers within the field of elementary education, examining career progression opportunities and challenges encountered by the graduates after completing their degree. And investigating the influence of the educational curriculum and institutional support in preparing graduates for their careers, as well as identifying key factors that contribute to or detract from graduates' satisfaction within their workplace environments. Evaluating employment would be vital because research indicates that employees who report high job satisfaction tend to report high satisfaction productivity (Simplelilearn, 2023).

The study was carried out by the researchers during the first semester of the school year 2023-2024. The allotted time gave the researchers ample opportunity to obtain the information required to determine the level of employment satisfaction among Tagoloan Community College graduates who earned their Bachelor's degree in Elementary Education during the 2019-2020 academic year.

METHODS

This study used a descriptive research design as part of the quantitative design. The study was conducted in Tagoloan Community College. A total of 50 graduates of Bachelor in Elementary Education within the school year 2019 to 2020 in Tagoloan Community College served as the participants of the study. The approval to conduct this study was a secured letter of permission from the Dean of the College of Education. A secured letter of permission to the office of the College of Registrar was also presented to get the list of the BEED graduates in the said school year. The questionnaire was delivered through Google forms to the participants, and appropriate instructions are given before the participants answer each item.

RESULTS AND DISCUSSIONS

The researchers used two kinds of research instrument, the first one is an adopted research instrument from Tagoloan Community College initially used for tracer studies from Casiño (2019), to trace the demographic profile of the participants. The second one is a researcher-made questionnaire consisting of 40 items that answers the employment satisfaction of the graduates in terms of salary and incentives, supervisor, growth opportunities, and working environment.

The study determined the employment satisfaction of Bachelor of Elementary Education graduates at Tagoloan Community College in the school year 2019-2020, focusing on various aspects of their profile and work status. The participants, totaling 50, displayed a diverse range of characteristics. In terms of age, a considerable number fell within the 26-30 age group, indicating potential returnees to college. Female graduates dominated the cohort, constituting 42 out of 50, aligning with the historical trend of teaching

being a female-dominated profession. Regarding civil status, there was a near-balanced distribution, with 20 graduates being single and 30 married. The educational attainment of the participants showed a preference for undergraduate studies (41), with fewer opting for graduate (6) or postgraduate programs (3). A significant number of 32 graduates were Professional Regulation Commission (PRC) passers, while 16 were non-passers, potentially affecting the school's accreditation and graduates' employability.

Employment status varied, with 38 graduates employed, 10 self-employed, and 2 unemployed. The nature of employment was predominantly casual, reflecting a lack of permanent positions and job security. In the teaching sector, graduates were fairly distributed between the private and public sectors, while non-teaching roles were prominent in business, the industrial sector, online work, and local government units (LGUs). The study suggested that private sectors, including schools, offered more convenient application processes and quicker employment opportunities for fresh graduates. In terms of the kind of job, a significant portion of 22 participants engaged in non-teaching roles, deviating from their chosen profession, while 26 pursued teaching careers. Monthly salaries indicated a prevalence of lower income, with 19 participants earning ₱ 6,000 – ₱ 10,999. The study implied a potential need for graduates to pursue further education, such as graduate or post-graduate studies, to enhance earnings prospects and career advancement. Overall, the findings provided valuable insights into the employment landscape and characteristics of Bachelor of Elementary Education graduates, highlighting potential areas for improvement and support.

There was a total of 22 participants of which 11 participants worked in the public sector and 11 participants for the private sector with a gained score of 30.6 and 32 respectively. The mean score in the public sector was 2.97, and 2.9 in the private sector. Based on the result of the study, both participants in the public and private sector showed a neutral satisfaction. This indicate that the graduates had neither a positive nor negative response with regards to their salary and incentives. This implied that the amount of money and benefits they received at work was not enough for them to obtain their daily needs for a decent life. This is supported by the work of Chi (2023) which states that the current salary level of teachers and other workers in the government is not attractive.

There was a total of 26 participants among the 50 participants who were working as non-teachers. The 10 participants who were working in the business sector showed a neutral satisfaction with the mean of 2.94, while 9 of them who were working in the industrial sector also showed a neutral satisfaction with the mean score of 3.1. Four (4) of the participants who were working in the online sector showed a neutral satisfaction with the mean of 3.3, but 3 participants who worked in the LGU sector showed dissatisfaction with their salary and incentives with mean score of 2.4. Based on this study, the non-teaching participants were not satisfied with their salary and incentives. This implied that job mismatch can affect the level of satisfaction towards salary and incentives. This is corroborated by the study of Cox (2023) which states that someone is just meant to be more and more successful as someone progresses through his career.

There was a total of 22 participants, where 11 participants worked in the public sector and 11 participants for private sector with a gained score of 45 and 42.1 respectively. While the mean score in the public sector was 4.1, and 3.8 was in the private sector. Based on the result of the study, both participants in the public and private sector showed a satisfied level which indicated that the graduates were satisfied with their supervisor. This implied that the graduates felt satisfied with the way their supervisor backed up and helped them at work. This is supported by the work of Ahmed (2020), which states that it is necessary for the supervisory relationship with the supervisor to be nurtured. It may be detrimental to productivity and efficiency in the workplace when they have an unhappy relationship with a lack of trust.

Among the 26 non-teachers, 10 of them who were working in the business sector showed a neutral satisfaction with a mean score of 3.3, while 9 of them who worked in industrial sector showed a neutral satisfaction with 3.4, but 4 of the participants who were working in the online sector were satisfied with their supervisor having the mean score of 4.1, and 3 participants who were working in the LGU were

satisfied with their supervisor with the mean score of 4. Based on this study, the LGU and online workers were satisfied with their supervisor while the business and industrial sector showed a neutral satisfaction. The result implied that the participants who worked in the LGU and industrial sector were happy with their supervisors more than the participants who worked in the business and industrial sector. This can be corroborated by the study of Haddad (2022) which states that a supervisor plays a role in the happiness of an employee. A good supervisor will keep people happy and retain workers, regardless of salary or other benefits.

There was a total of 22 participants, where 11 worked in the public sector and 11 in the private sector with a gained score of 45.7 and 41, respectively. While the mean score in the public sector was 4.2, 4.7, in the private sector. Based on the results of the study, the level was both satisfactory for both participants which means that the participants were satisfied with their growth opportunities. This implied that the graduates were satisfied with how they were getting the growth opportunities to advance professionally in their current work. This is supported by the work of Inc. (2023), which states that employees are not just satisfied with a job in this fast paced and ever-changing work environment; instead, they seek a career. That's why organizations must offer development opportunities to enhance employee engagement.

Among the 26 non-teachers, 10 of them who were working in the business sector showed a neutral satisfaction with the mean score of 3.4, and 9 of them who were working in the industrial sector shows a neutral satisfaction having the mean score of 3.31, while 4 of them who are working in the online sector are satisfied with mean score of 3.95, and 3 of them who are working in the LGU were satisfied having the mean score of 3.9. Based on the result of the study, the participants who were working in the business and industrial sector showed a neutral satisfaction with the growth opportunities in their workplace. This implied that they did not feel the opportunity to grow professionally in their work. This might be because they were not working according to their chosen career. This can be substantiated by the work of Perry (2023) which states that someone gets stuck in a rut with his career. Perhaps someone feels that the work isn't demanding enough or it doesn't make a significant impact in the organization, that's why examining career development opportunities is one approach to rekindle someone's passion for his work.

There was a total of 22 participants, of which 11 worked in the public sector and 11 works in the private sector with a gained score of 46 and 43.9. While the mean score in the public sector is 4.2 and 4 in the private sector. Based on the results of the study, both participants show a satisfied remark in the said factor. This implies that the graduates are satisfied with the working environment they have at work. This can be supported by the work of Taheri, et al. (2020) which states that for better job satisfaction, the working environment is considered a prime factor to be considered by employers.

Among the 26 non-teachers, 10 of them who were working in the business sector showed a neutral satisfaction with the mean score of 3.7, while 9 of the participants who worked in industrial sector showed a neutral satisfaction with the mean score of 3.33, but 4 of the participants who were working in the online sector were satisfied with their working environment having the mean score of 3.95, and 3 participants who were working in the LGU were satisfied having the mean score of 4. Based on the result of the study, the LGU and online workers might experience good working policies and conditions over the business and online workers. This implied that the working environment of the participants who were working in the business and industrial sectors might not be satisfying, thus, the working environment should be improved to motivate workers. This can be corroborated by the study of Pathak (2023) which states that improving someone's work environment is important because it allows someone to feel more efficient, productive and motivated.

CONCLUSIONS

The study was conducted to determine the employment satisfaction of Bachelor of Elementary Education

graduates from Tagoloan Community College in the School Year 2019- 2020. Examining how graduates thrive during the pandemic serves as a foundation for enhancing program offers and addressing the needs of students and clients. The study explores graduates' feelings about their jobs, salary contentment, and alignment with their chosen degree. Among the 50 participants, only 22 are working as teachers, with varied employment paths observed. The study's findings indicate a low number of PRC Passers, suggesting the need for curriculum review and additional support for exam preparation. To address the high number of non-teaching graduates, the study recommends curriculum reassessment and career guidance to encourage entry into the teaching profession. Furthermore, graduates are advised to seek opportunities for career advancement through further education and skill development within their organizations to enhance satisfaction and incentives

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