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RESEARCH ARTICLE

EMPLOYERS' FEEDBACK ON TEACHER EDUCATION GRADUATES: A TRAINING REMEDICATION IMPLICATION

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ABSTRACT

The effort of colleges and universities in ensuring the employability of graduates does not stop until graduates are employed. Employer's feedback on the graduates' performance is an indicator of the university's mandate to develop students into professionals in their respective career fields. The study determined the Education graduates' batch 2010 to 2014 based on quality, quantity, adaptability, cooperation, dependability, attendance, and punctuality. This study involved 58 employed graduates from the Secondary and Elementary Education programs in and out of the Province of Zamboanga del Norte, Philippines. A descriptive research was used to interpret the study through percentage and mean. A five point Likert scale questionnaire was utilized to gather feedback from employers. Results revealed, all (100%) of the employed graduates were of age 20-23 years of both the Secondary program of batch 2014 and the Elementary program of batch 2012. Employed graduates from both programs revealed employer's rating as outstanding in their work performance in terms of quantity (Secondary= 4.3, Elementary = 4.3), adaptability (Secondary = 4.4, Elementary = 4.3), attendance and punctuality (Secondary = 4.3, Elementary = 4.3). However, employed graduates were rated as good in terms of quality of work performed, cooperation and dependability. These qualities are basic indicators of high performing employees. Result of the t-test revealed that there is no significant difference between the work performance rates of all the employed graduates. A training on professionalism and valuing competitive attitude towards work prior to the deployment on internship maybe addressed.

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INTRODUCTION

A set of perfect employment feedback mechanism should not only consider relevant circumstances after student's graduation, but also the career guidance and the directions in job-hunting process in universities. For long time, colleges and universities conduct research to collect information or data from the employer regarding the employee's overall performance based on identified work objectives, competencies, and measures in their respective workplace. This information in turn helps the education provider learn about the needs of society and thus feed into the improvement of its teaching. In order for the performance management process to be efficient and effective, supervisors must master the process and apply it consistently. According to the Handbook for Measuring Employee Performance, performance management is the systematic process of planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically rating performance in a summary

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fashion, rewarding good performance (www.opm.gov/policy-data-oversight/performance-management/measuring_employee_performance_handbook.pdf). On the quality of work, the work produced, and employees' response to changing requirements. As well as the relationship with supervisor and co-workers, the employees complete responsibilities in a timely manner and their attendance and punctuality at work. Research on feedback is one of the most important components of higher education evaluation. It has been established on a group of employer in Malaysia (Quek, 2005), it was reported that the employers expressed the importance of interpersonal skills, knowledge-acquiring skills; flexibility, value-improving skill, practical orientation abilities and cognitive skills as major contributors toward success in work performance. As noted by Lawless and Richard (2004), the social credibility of education can be enhanced through comments or so called feedbacks from the employers. For instance, the British University conducts regular interview of its graduates to gain feedback on many aspects of the students' learning experience from the employers (<http://www.open.ac.uk/research>). Students, employers and government bodies expect that undergraduate university degrees will equip students, not only with the specific knowledge, skills and

attributes of their fields but also with the professional and personal attributes relevant to their field of study (Scoufis, 2000). Graduate employability is an important aspect of higher education industry; it has been used as a performance indicator for higher education institutions (Smith *et al.*, 2008). Another study done by Monash University in Australia, showed that more than one-third of foreign students graduated from Australian Universities had very poor English skills (The Malay Mail, 2007). According to the study, all graduates tested had enough command of the language to cope with most situations but were still not capable of conducting a sophisticated discourse of professional level (<http://www.wbiconpro.com/26.%20Poh-pdf.pdf>). Thus, this study aimed to determine graduates' performance in the workplace in terms of; Quality, Quantity, Adaptability, Cooperation, Dependability, Attendance, and Punctuality. This served as a baseline towards developing programs that would provide development of the skills needed in the workplace.

Theoretical Framework

This study is anchored on the theory of Aguinis 2009, who states that "Performance appraisal is a continuous process of identifying, measuring and developing the performance of individuals and aligning performance with the strategic goals of the organization" that has five (5) elements; setting of objectives, measuring the performance, feedback of performance results, reward system based on performance outcomes and amendments to objectives and activities. Moreover, the Goal-setting theory that had been proposed by Edwin Locke, suggests that the individual goals established by an employee play an important role in motivating for superior performance, for the reason that the employees keep following their goals. If these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. In case the performance improves it will result in achievement of the goals of the performance management system (Salaman *et al.*, 2005). While the Expectancy theory that had been proposed by Victor Vroom suggests that individual adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. The individuals modify their behavior in such a way which is most likely to lead them to attain these goals. This theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Salaman *et al.*, 2005).

The purpose of any performance appraisal program is employee development. The value of performance appraisal is in the process of communication between supervisor and employee. Regarding on the employee's view on the quality of work, this would mean the correctness, completeness, and accuracy of work duties performed. Thoroughness defines and organizes tasks, responsibilities, and priorities. Acceptability is the satisfactoriness by virtue of conforming to approved standards. In addition, quality of work is the amount of work an individual does in a work day. Adaptability is the ability to meet changed conditions and the ease with which new duties are learned while cooperation is the actions of someone who is being helpful by doing what is wanted or asked for. The value of dependability refers to the quality of being able to be counted on or relied upon. Lastly, the employee's attendance and punctuality, the conformity to work hours; timely attendance at meetings are determined. The employers' feedback evaluation depends on

the employee's performance with the aid of questionnaires which is for performance appraisal (Figure 1).



Figure 1. Schema of the Study

MATERIALS AND METHODS

The descriptive research method was utilized in this study. This design involves analysis of data gathered through questionnaire. The respondents of the study were the principals, managers, and barangay captain as employers of the thirty-eight (38) Elementary and twenty (20) Secondary employed graduates of batch 2010-2014. The questionnaire utilized in this study was a researcher-made instrument. The questionnaire was validated before it was distributed to the respondents. It consists of 6 items for the following categories: Quality, Quantity, Adaptability, Cooperation, Dependability, Attendance and Punctuality. It covers the performance appraisal of the employed graduates in a form of rating scale. Supportive details or comments were also analyzed.

The graduates who were employed were rated according to the five point Likert's rating scale stated below.

Continuum	Interpretation
4.3 – 5.0	Outstanding (O)
3.5 – 4.2	Good (G)
2.7 – 3.4	Satisfactory (S)
1.9 – 2.6	Improvement Needed (I)
1 – 1.8	Unsatisfactory (U)

The data from the rating scale was gathered, tabulated and interpreted using the following statistical tools such as percentage and mean. Percentage was utilized to know the proportion of the age, sex and civil status. The mean was computed to describe the quality, quantity, adaptability, cooperation, dependability, attendance and punctuality to determine the graduates' performance in their workplace as rated using the rating scale. The t-test was used to determine the difference between the Secondary and the Elementary programs in terms of the categories quality, quantity, adaptability, cooperation, dependability, attendance and punctuality.

RESULTS AND DISCUSSION

Figure 2 presents the age of employed graduates from 2010-2014. Results show that all (100%) of the employed graduates were from age 20-23 from the Secondary program of batch 2014 and the Elementary program of batch 2012.

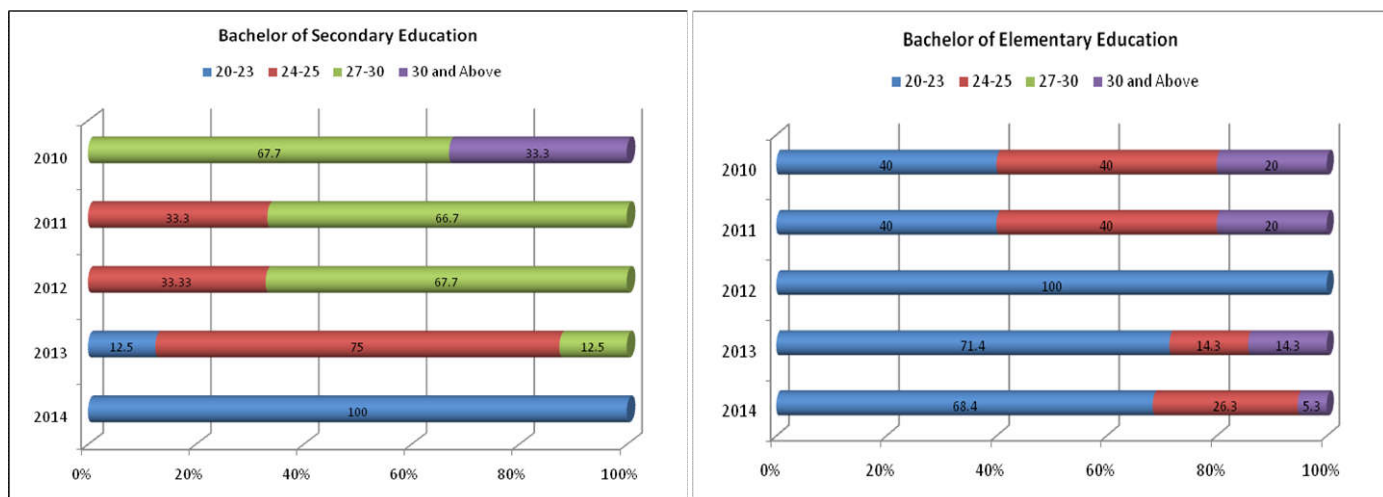


Figure 2. Profile of the Employees by Age

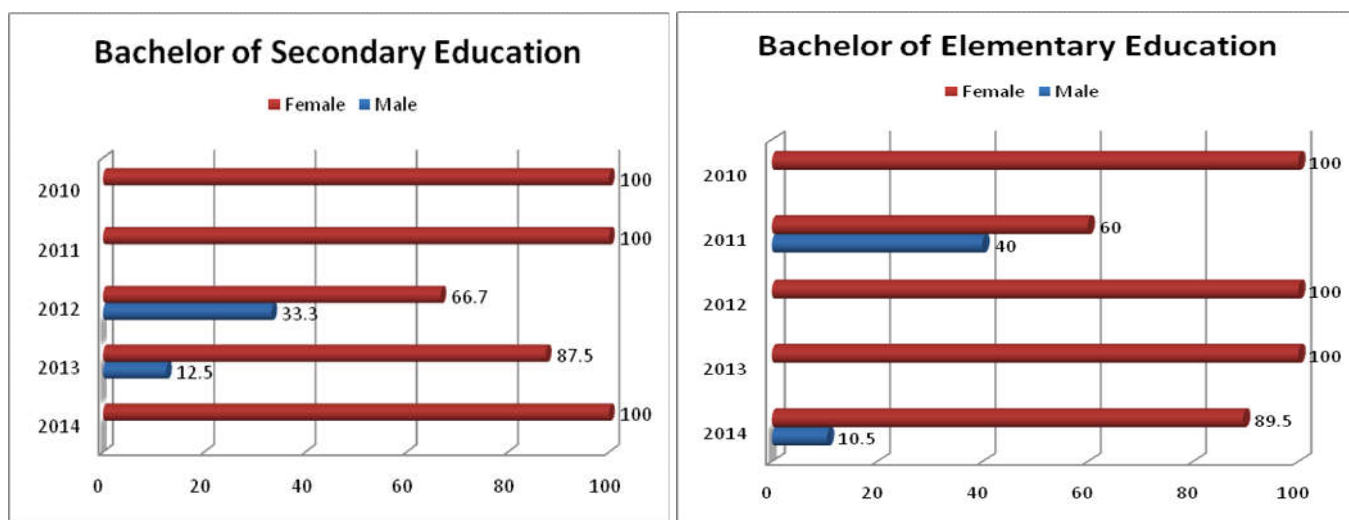


Figure 2.1. Profile of the Employees by Sex



Figure 2.2. Profile of the Employees by Civil Status

Figure 2.1 presents the sex of employed graduates from 2010-2014. Results show that all (100%) of the employed graduates were females from the Secondary program of batch 2014, 2011 and 2010. The same percentage of female (100%) employed graduates for the Elementary program of batch 2013, 2012 and 2010. Figure 2.2 presents the civil status of employed graduates from 2010-2014. Results show that all (100%) of the employed graduates of the Secondary program of batch 2014

and 2012 were single. In the Elementary program, batch 2012 (100%) and 2014 (78.9%) showed the highest percentage of single employed graduates. Figure 3 presents the result of the performance appraisal or evaluation of the employed graduates. The Secondary program graduates were rated with a grand total mean of 3.7 or Good while the Elementary program earned a rating of 3.3 or Satisfactory. The thoroughness of work performed for both programs is noticeable and alarming

observation. It seemed that the employed graduates needed to develop priorities in performing and organizing tasks assigned. Figure 3.1 shows the performance of graduates from 2010 to 2014 by their employers according to quality of Work performed.

Most of the employers expressed that majority of the employed graduates especially those who belonged to the Secondary batch 2010 (M=4.4) and batch 2014 showed performance rating of outstanding (M=4.33) than the other batches and earned a grand total mean of Good (M=4).

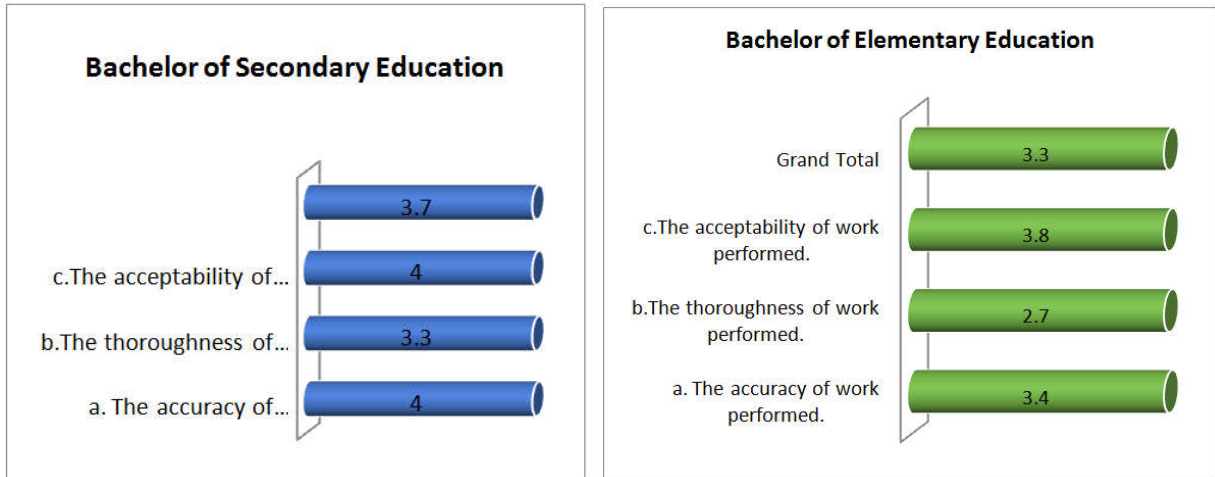


Figure 3. Employers' Feedback on the Graduates' Quality of Work Performed

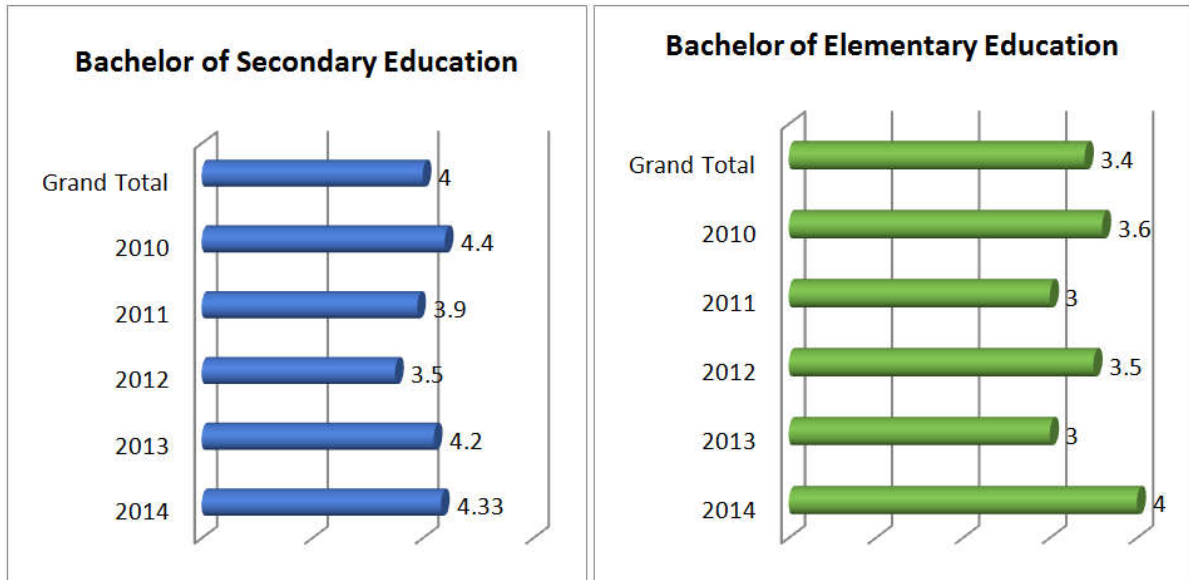


Figure 3.1. Employers' Feedback on the Graduates' Accuracy of Work Performed

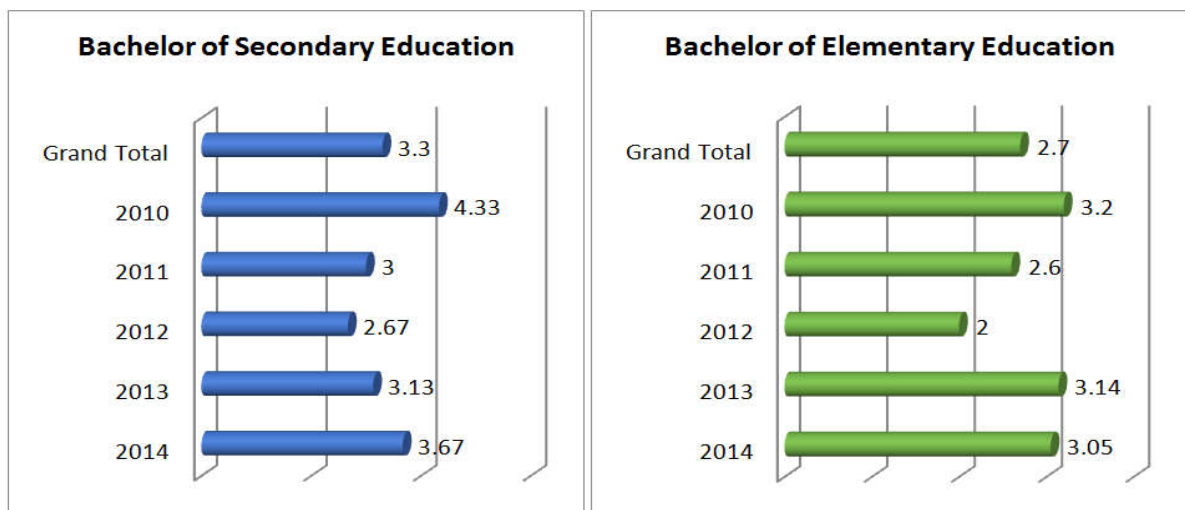
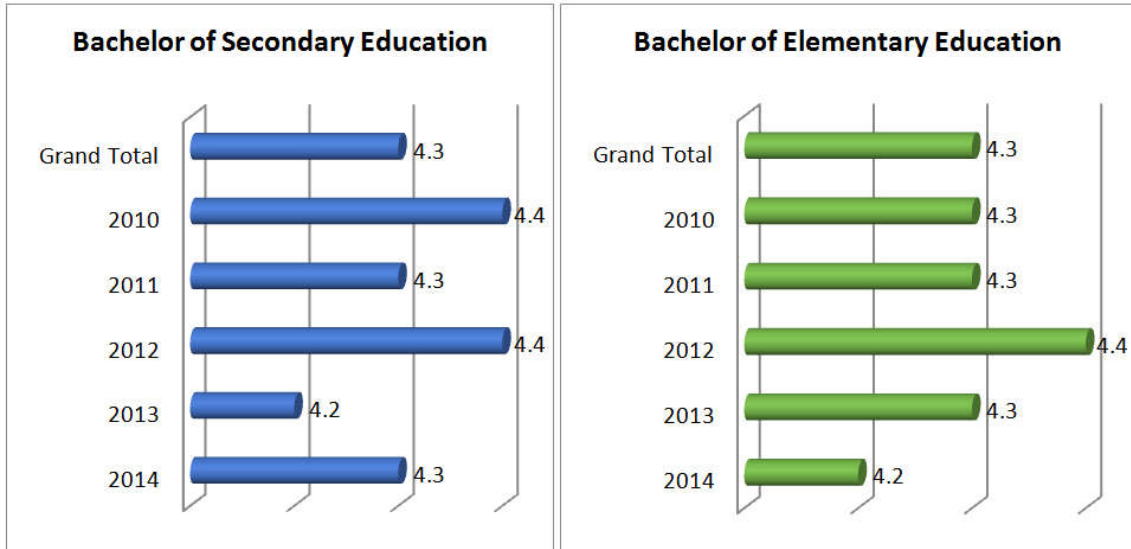


Figure 3.2. Employers' Feedback on the Graduates' Thoroughness of Work Performed

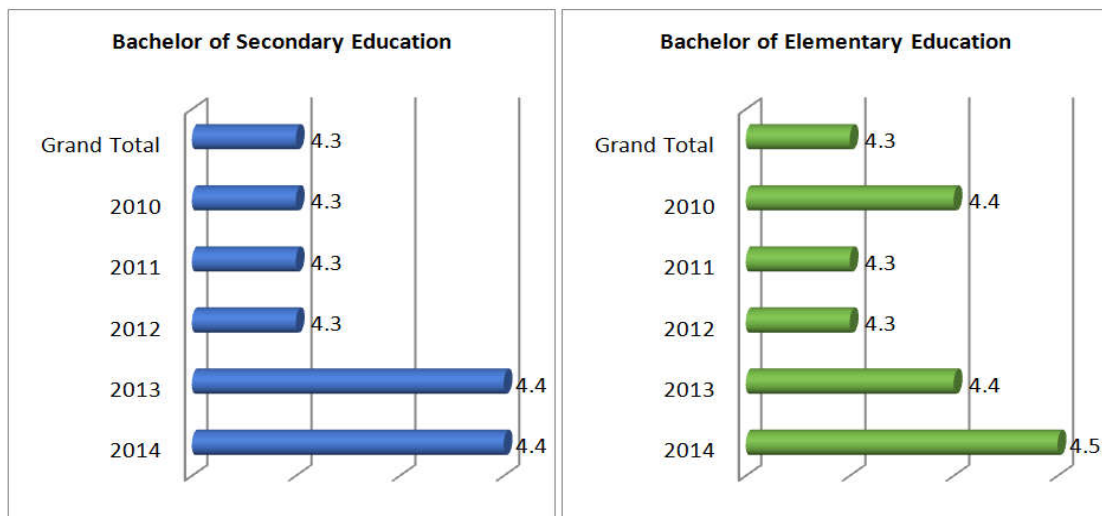
The quality of work performed by the employees was rated as good. The evaluation revealed that batch 2010 and batch 2014 had a common behavior towards work rated as outstanding by their employers. The result would imply the quality of working life stems from participation in the workplace. The enjoyment of career as their chosen profession transformed them to be productive performers and accurately accomplished their work duties assigned.

As shown, Batch 2010, and 2014 showed the best attitude towards accepting work. While in the BEED program batch 2010 were the only batch rated by the employer as outstanding in terms of accepting work. Batch 2010 and 2014 of the BSED and BEED programs seemed to conform to the approved standard of their employers. It may be that the older batch had already understood the norms of the workplace.



Note: 4.3- 5.0 – Outstanding, 3.5-4.2 – Good, 2.7-3.4 – Satisfactory, 1.9-2.6 – Improvement Needed, 1-1.8 – Unsatisfactory

Figure 3.3. Employers’ Feedback on the Graduates’ Acceptability of Work Performed

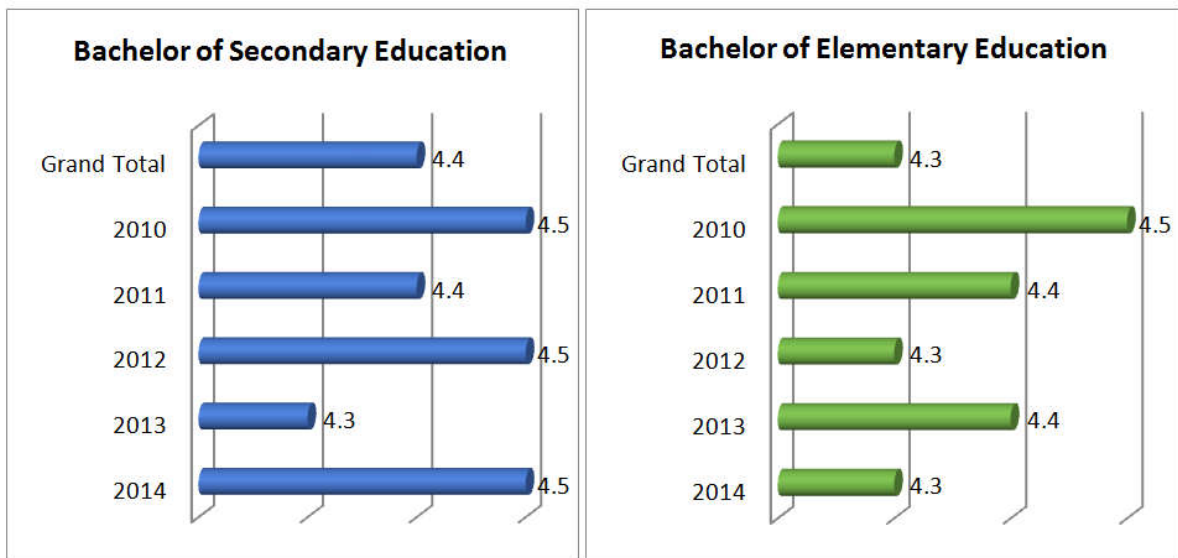


Note: 4.3- 5.0 – Outstanding, 3.5-4.2 – Good, 2.7-3.4 – Satisfactory, 1.9-2.6 – Improvement Needed, 1-1.8 – Unsatisfactory

Figure 4. Employers’ Feedback on the Graduates’ Quantity of Work Produced

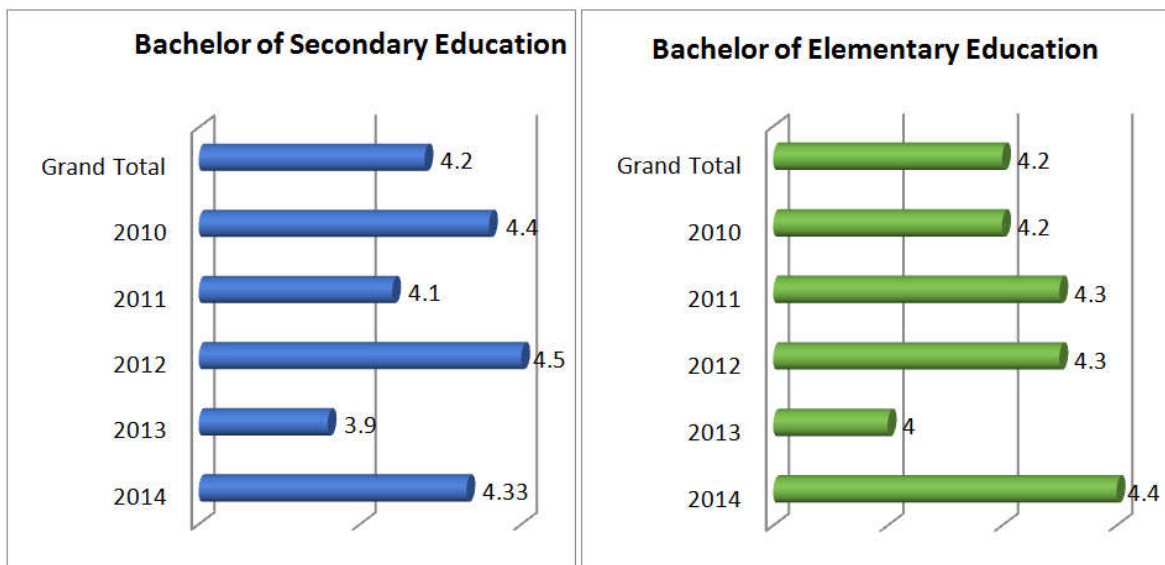
The thoroughness of work performed by the employees was shown in Figure 3.2. It shows that all the employed graduates from batch 2010-2014 had a satisfactory performance with a grand total of 3.3 for the Secondary program and 2.7 for the Elementary program. The data pointed out that the employees needed more to demonstrate attention to detail and accuracy; organize tasks, responsibilities, and priorities; and takes responsibility for timely completion that an employee may demonstrate according to the requirements in the competency development guide that is to aid in developing competency proficiency. Figure 3.3 shows the summary of the employees’ acceptability of work performed with a grand total of 4.3 or outstanding for the BSED and BEED programs.

Further, the newly hired performance could be interpreted based on Salaman *et al* (2005) revealed that performance at work is influenced by the expectations concerning future events. Looking forward to a better career, newly hired graduates are motivated to conform to the workplace standards. Figure 4 presents the employed graduates as evaluated by their employers as in terms of the quantity of work performed. The outstanding rating of both BEED and BSED programs shows that the evaluated employees had performed well and did their best in work. Thus, this relates to studies that have shown that most workers think it's important to do their best at their jobs. Wherein, the key to improving productivity lies with the employees themselves and the way their employers work with those employees.



Note: 4.3- 5.0 – Outstanding, 3.5-4.2 – Good, 2.7-3.4 – Satisfactory, 1.9-2.6 – Improvement Needed, 1-1.8 – Unsatisfactory

Figure 5. Employers' Feedback on the Graduates' Adaptability in the Workplace

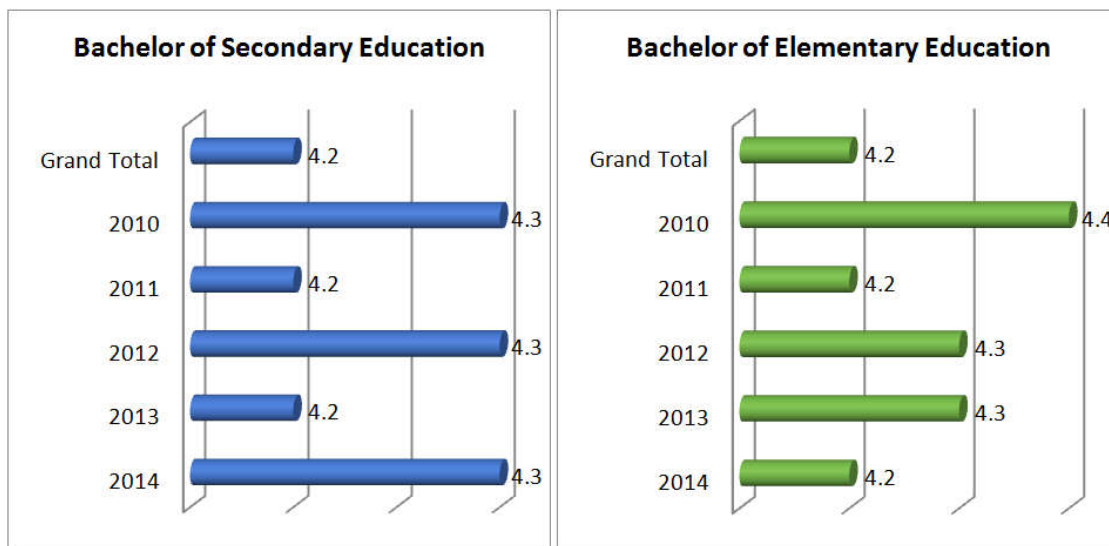


Note: 4.3- 5.0 – Outstanding, 3.5-4.2 – Good, 2.7-3.4 – Satisfactory, 1.9-2.6 – Improvement Needed, 1-1.8 – Unsatisfactory

Figure 6. Employers' Feedback on the Graduates' Cooperation

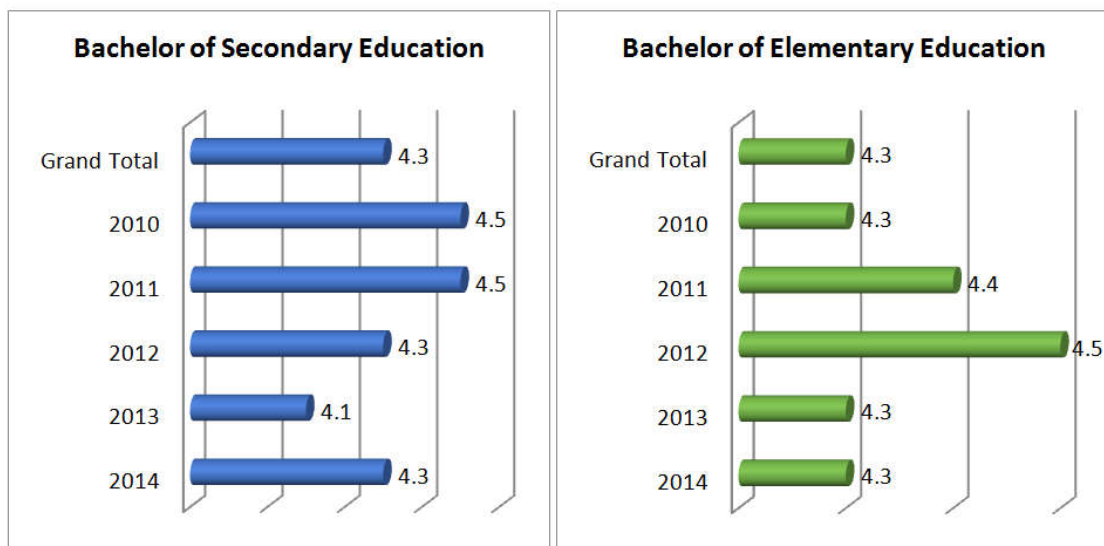
Yet, chances are that most of your employees feel that way in loving their jobs. Figure 5 shows the employers rating with regards to graduate employees' ability to adapt. It suggests that BSED and BEED graduates had an outstanding performance. This means that the graduates' have an excellent ability to adapt in the workplace. This is not only having the ability to adapt with the kind of work but it also includes the interpersonal or human relation skills. According to Felisilda and Perey (2015), human relation skill was a major quality aspired in the workplace as it foster teamwork, retention and motivation. Furthermore, new graduates will increasingly be recruited for their adaptability as revealed in a study of HR directors (Pasmore, 2011). This study predicted that people will be recruited on their ability to deal with change since that the world of work is changing at an ever increasing pace. Employers actively seek out graduates who can adapt to changing circumstances and environments, and embrace new ideas, who are enterprising, resourceful and adaptable. Figure 6 presents the employers evaluation on the cooperation by batch.

In this study, the employers related their perceptions on the cooperation of the graduates to their co-workers in the workplace. The mean of 4.2 or Good for both programs, BSED and BEED describes graduate employees' outstanding level of cooperation in the workplace. The result somewhat negates the study of Employee Cooperation that group of workers or employees were the graduates are employed are regarded as a team in the workplace which is task interdependence. This means that cooperation is not enough to understand the cooperation in an organization that is based around teams in the workplace. The sense of cooperation stems from being helpful in the workplace and by being always present in performing assigned tasks. Figure 7 shows the dependability of the employed graduates as evaluated by their employers. The grand total mean of 4.2 for both the BSED and BEED programs illustrate that the graduates have a good level of dependability. In this study, it is clear that most of the employed graduates from batch 2010-2014 shows that they are dependable in completing their responsibilities in a timely manner.



Note: 4.3- 5.0 – Outstanding, 3.5-4.2 – Good, 2.7-3.4 – Satisfactory, 1.9-2.6 – Improvement Needed, 1-1.8 – Unsatisfactory

Figure 7. Employers' Feedback on the Graduates' Dependability



Note: 4.3- 5.0 – Outstanding, 3.5-4.2 – Good, 2.7-3.4 – Satisfactory, 1.9-2.6 – Improvement Needed, 1-1.8 – Unsatisfactory

Figure 8. Employers' Feedback on the Graduates' Attendance and Punctuality

Table 1. Difference between the work performance of the BSED and the BEED programs

Variables	BEED Sig. Value	BSED Sig. value
Quality	.009	.004
Quantity	.000	.000
Adaptability	.000	.000
Cooperation	.000	.000
Dependability	.000	.000
Attendance	.000	.000
Punctuality	.000	.000

The result indicates that the employed graduates needs to improve performance with regards to being dependable and consistent in doing the assigned tasks. Thus, individuals who demonstrate their dependability or reliability make themselves marketable. Such people should have less fear of losing or if not finding a job than others because they show by their actions that they value the opportunity to work. Figure 8 presents the employers evaluation on graduates regarding attendance and punctuality.

The outstanding level of attendance and punctuality with a grand total of 4.3 for the BSED program and 4.3 for the BEED program proved that most of the employees were always on time for work. This also shows that these graduates were motivated to work and were competent in their jobs. Thus, employees who come to work whenever they are scheduled, create a sense of comfort and security in their supervisors and co-workers who know that they are dependable (Employees Adaptability).

Employees with a good track record of being in their workstation during all scheduled hours are more likely to be effective in the organization. These people have the respect of others who share the view that part of being a good worker is being on the job when assigned. Table 1 presents the result of t-test of the BSED and BEED employed graduates as rated by their employers based on alpha value of .05. Based on the result, there is no significant difference between the performance of the BSED and BEED graduates in terms of the categories.

FINDINGS

The following are the important findings of the study:

- Based on the results, it shows that the BEED program had the most female employed graduates from batch 2010, 2011, 2012 and 2013. In the BSED program, only batch 2014 had (100%) of the female employed graduates.
- In terms of age, it was revealed that all (100%) of the employed graduates were from age 20-23. There only 5.3% of the employed graduates aged 30 and above.
- In terms of civil status, employed graduates of batch 2012 of both BEED and BSED programs and batch 2014 of the BSED program were all (100%) single.
- Based on the results, the quantity of work performed, adaptability, attendance and punctuality by the batch 2010-2014 earned an outstanding level of performance for both BSED and BEED program.
- In terms of quality, cooperation and dependability, results shows that both programs, BEED and BSED had a Good level of performance for batch 2010-2014 as rated by their employers.
- There is no significant difference between the performance of the BSED and the BEED graduates in terms of quality, quantity, adaptability, cooperation, dependability, attendance and punctuality.

Conclusion

Results of the study on the selected categories of placement appraisal in forms of quality, quantity, adaptability, cooperation, dependability, attendance and punctuality of the employers shows that most of the graduates of both the BSED and the BEED programs had an outstanding performance in the workplace which could be related to the prior training they experienced in college. However, quality of work performed, cooperation and dependability rated as good by the employers reflects that these qualities are important to the employers nowadays. All the categories were the qualities expected of a high performing employee. More so, employers' comments regarding the employees' behavior towards work should be addressed so as to be competitive at work.

Recommendations

Based on the analysis, the following are recommended:

- There should be an intensified program on the acquisition of the workplace skills incorporated in the curriculum.
- The university should implement other effective programs and seminars to the students to develop qualities needed in the workplace such as quality, cooperation and dependability.
- College students must be trained regarding professionalism prior the on-the-job training regarding their attitude or behavior towards work.

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