

EMPLOYABILITY OF 2015 TEACHER EDUCATION GRADUATES OF JOSE MARIA COLLEGE

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ABSTRACT

This paper presents the findings of a descriptive study that was conducted in 2016-2017 which examined the employability of 2015 Teacher Education graduates of Jose Maria College. A survey was conducted among twelve 2015 teacher education graduates in terms of their employment situations and the level of competency skills used. As a result, both employment situation and competency skills used were rated high. Higher Education Institutions should therefore engage their students in activities that develop further skills to increase chances of employability in the future.

KEY WORDS: *2015 teacher education graduates, employability, employment situations, competency skills, employability skills*

INTRODUCTION

The employability is a priming and exhilarating scenario that lingers in our thoughts when we are about to finish our studies from the four-wall of educational tutelage and through a series of years we devoted in a College or University. It emphasizes that our critical measure of success is to land a job that fitted and needed in workplaces of an employee's ability to use competently the knowledge, skills and values that match the needs of his job, satisfy the demands of his employer, and contribute to the overall achievement of institutional goals (Abas et al., 2016).

However, we are now in a problematic circumstance that employing of new graduates today in various employment sectors is facing a low turnout of its employability. To match the talents of a graduate to his/her employability in a certain job is now faced with a challenge (Tanius, 2017). This is because graduates from degrees without clearly defined pathways experienced the lowest employability rates. Australia is experiencing a significant undersupply of language, geography, computing and history teachers, as well as secondary math, physics and chemistry teachers, and qualified teachers in some regional areas. As a result, more than 20% of secondary mathematics and 17% of secondary science teachers are unqualified in their field (Rickards, 2016). India is facing the skills shortage. Each year over 3 million graduates and post-graduates are added to the Indian workforce. Of these, only 25 percent of technical graduates and 10-15 percent of regular graduates are considered employable by the industry (NASSCOM Report) (Likhitkar, 2016). In Africa the labour force is projected to expand by more than 14 million per year. Economic growth rates until 2017 are expected to be too low to create enough quality jobs for this fast-growing labour force. Northern America both employment growth and economic activity are projected to begin declining in 2017. People with basic education are more than twice as likely to be unemployed as those with advanced education. Latin America and the Caribbean despite rebounding economic growth, employment is expected to rise by only 1.4 per cent per year in 2016 and 2017. The relatively slow fall in regional unemployment figures is a result of different labour market conditions in individual countries. Informality and poor job quality remain pervasive in all types of employment. In Arab States regional unemployment is projected to remain stable at 7.3 per cent until 2017, with unemployment in non-Gulf Cooperation Council (GCC) countries reaching double that of the GCC. Asia and the Pacific the regional unemployment rate is projected to remain at around 3.6 per cent until 2017, below the global average. Europe and Central Asia, in Eastern Europe the number of people in employment is expected to shrink by 0.7 per cent in both 2019 and 2020, but a simultaneously shrinking labour force means the unemployment rate will fall (ILO, 2017).

In the Philippines, out of 753,000 job vacancies recorded from January 2013 to June 2014, about 128,000 were difficult to fill, and the most frequently cited reasons for difficulty in filling such vacancies were lack of competency/skills (29.9 percent) lack of applicants (26 percent) and lack of experience (16.8 percent). The demand side continues to face challenges in absorbing graduates. While there is capacity to absorb more, quality remains a critical issue that needs to be addressed at the supply side. Indeed, there are strong indications of a mismatch between what the education system produces and what industries need (Watch, 2017). Philippines' National Statistics Coordination Board reported that graduation rates in teacher education are less than 20% and for those who graduate, only 20-30% passes the licensure exam. This means only 4-6% of students in teaching colleges qualify to practice the profession (Albert, 2013). In Davao region the employment rate is pegged at 95.4 percent and lies at the 14th rank among the 17 regions of the country based on its employability percentages (LFS, 2017).

The competencies acquired and learned by the graduates in any degree course demonstrate qualitative edge in employability particularly in the teaching profession that could be used for passing interviews and landing a job are at a stake. Interviews and recruitments processes are done requiring teacher applicants passed in English proficiency test; lesson planning, demonstration teaching as well as the use of ICT in teaching are the vital questions and requirements for the screening. Teachers must affect learning and they hire for that reason. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990). The considerations on these competencies in instructional delivery, classroom management, formative assessment, and personal competence (soft skills) are organized to have specific skills and knowledge available for building effective teacher development (The Wing Institute, 2017).

This study is conducted for benchmarking the graduates of Jose Maria College in 2015 on how they fared and performed in absorbing

themselves in the teaching profession. This is a unique and a tracer study of the employment of teachers during that recruitment and hiring of teachers in that fiscal year.

Focusing on this batch of teachers in their absorption in the teaching profession shall create a baseline study of the College of Teachers Education a foresight on what is to be done in the undergraduate education about instructions, curriculum offerings, supervisory and administrative management of the department of teacher education. Finally, this will also reveal the participation of the departmental stakeholders and support mechanisms in how they are considered contributory to the success or failure of the teacher education program in terms of acquiring the needed competencies for employment.

Statement of the Problem

This study was conducted in order to determine the employability of 2015 teacher education graduates of Jose Maria College. Specifically, it sought to answer to the following questions:

1. What is the profile of the respondents in terms of:
 - a. gender,
 - b. age,
 - c. field of specialization,
 - d. civil status, and
 - e. PRC license?

2. What is the employment situation of 2015 teacher education graduates of Jose Maria College in terms of:
 - a. Situation A
 - i. Employed
 - ii. Status

b. Situation B

- i. Occupation
- ii. Years in service
- iii. Sector
- iv. Place of work

c. Situation C

- i. Is the current job of the respondents their first job?
- ii. Is the first job related to the course they took up in college?
- iii. How long did the respondents stay in their first job?
- iv. Reasons for staying on the job

d. Situation D

- i. Difficulties encountered in applying for a job
- ii. Improvement on their status employment
- iii. Length of time before landing their first job after graduation

3. What is the level of employability of 2015 teacher education graduates of Jose Maria College?

4. To what extent of competency skills used by the respondents in their current work?

Theory

Employability

According to Aquino, Punongbayan, Macalaguin, Bauyin, Rodriguez & Quizon (2015) said that people go to universities, finish college degree with the goal of being employed, and earn a living.

Teacher Education institutions primarily aim of producing competent and highly qualified graduates employable here and abroad.

Unemployment

An article entitled Causes of Unemployment Around the World by Rice University (2017), the causes of unemployment in high-income countries of the world can be categorized in two ways: either cyclical unemployment caused by the economy being in a recession, or the natural rate of unemployment caused by factors in labor markets, such as government regulations regarding hiring and starting businesses.

Factors that Influence Employability

Firstly, individual factors that include attributes (e.g., basic social skills), competencies (e.g., motivation, confidence), transferable skills (e.g., literacy, numeracy, problem solving, communication, adaptability, and team-working skills), qualifications and educational attainment. Secondly, Personal circumstances that relates to the individual's social and household circumstances (e.g., family and caring responsibilities, access to resources). Lastly, External factors that cover labor demand conditions (e.g., macroeconomic factors, vacancy characteristics, recruitment factors) and enabling support factors (e.g., accessibility of public services and job-matching technologies). Therefore, employability is an outcome of multiple factors, and dialogues on employability and employment need to include more stakeholders in addition to HEIs and students (Tan & Arnold, 2002). Unfortunately, these same stakeholders could bring more needs and expectations that must be met, and tensions and misalignment with other stakeholders (Kinash, 2015).

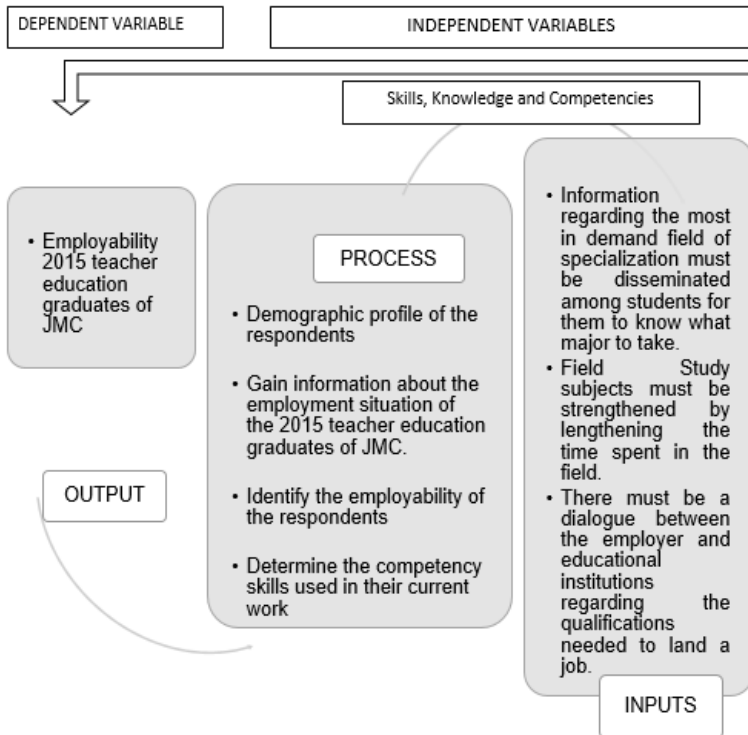


Figure 1. Conceptual Framework of the Study

METHOD

Research Design

A descriptive-quantitative method was used in determining the employability of the 2015 teacher education graduates of Jose Maria College.

Respondents

The respondents of this study were the Education graduates of 2015 of Jose Maria College.

Data Gathering Instruments

The researchers have adopted a research instrument from the internet. They modified it by adding the following category: gender, age, occupation, field of specialization, civil status. Moreover, they also included whether they are PRC licensed, in order for it to best suit the study they will conduct.

Sampling Technique

The Convenience Sampling Technique was used in determining the respondents. According to the American Journal of Theoretical and Applied Statistics, it is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study.

Data Gathering Procedure

Prepare a list of all 2015 teacher education graduates of Jose Maria College. The researchers wrote a letter of request addressed to the registrar's office asking for the list of 2015 teacher education graduates of Jose Maria College. Seek permission to conduct the study. The researchers wrote a letter signed by their adviser, addressed to the Dean of College of Teacher Education, asking permission to conduct the study entitled "Employability of 2015 Teacher Education Graduates of Jose Maria College." The researchers secured list of respondents. Upon the approval of the letter, the researchers contacted the names, which were on the list and asked them to answer the questions stipulated in the questionnaires. Set time and date. After the

respondents have given their favorable responses, the researchers set the most convenient time for the administration of questionnaires.

Administration and retrieval of questionnaires. Upon the agreement on the respondents' most convenient time and date, the questionnaires were then administered to them and were retrieved after a short while.

Collation and tabulation of data. After the retrieval of questionnaires, collation, tabulation and tallying followed.

Interpretation of data. Data obtained were submitted to the statistician, who computed and presented the data in tables, pie, and graphs, together with its interpretations.

Statistical Treatment of Data

The study utilized the descriptive statistics to show the data that stipulates the percentage of the demographic profile, employment situation, level of employability and level of competency skills used of the respondents.

RESULTS AND DISCUSSION

Results

Profile of the Respondents

- **Gender**

Gender	Frequency	Percent
Female	9	75%
Male	3	25%
Total	12	100%

• **Age**

Age	Frequency	Percent
21-24	10	83.3%
25-28	2	16.7%
Total	12	100%

• **Field of Specialization**

FIELD OF SPECIALIZATION	Frequency	Percent
BSED – ENGLISH	8	66.6%
BSED – MATH	2	16.7%
BEED	2	16.7%
Total	12	100%

• **Civil Status**

CIVIL STATUS	Frequency	Percent
Single	11	91.67%
Married	1	8.3%
Total	12	100%

• **PRC License Holder**

PRC LICENSED HOLDER	Frequency	Percent
Yes	6	50%
No	5	41.67%
On process	1	8.3%
Total	12	100%

• **Employed Respondents**

Employed	Frequency	Percent
Yes	12	100%
No	0	0%
Total	12	100%

• **Status**

Employment Status	Frequency	Percent
Contractual	9	75%
Regular/Permanent	3	25%
Total	12	100%

- **Occupation**

Occupation	Frequency	Percent
High School Teacher	5	41.67%
Grade School Teacher	3	25%
Preschool Teacher	1	8.33%
English Tutor	1	8.33%
Company Secretary	1	8.33%
Youth Coordinator	1	8.33%
Total	12	100%

- **Years in Service**

Years in Service	Frequency	Percent
2 to less than 3 years	7	58.33%
less than 1 year	5	41.67%
Total	12	100%

Sector.

Sector	Frequency	Percent
Public	8	66.67%
Private	4	33.33%
Total	12	100%

Place of Work.

Place of Work	Frequency	Percent
Local	12	100%
Abroad	0	0%
Total	12	100%

Situation C

- **Current Job.**

Is the current job of the respondents their first job?	Frequency	Percent
No	9	75%
Yes	3	25%
Total	12	100%

- **Related to their field.**

Is the first job related to the course they took up in college?	Frequency	Percent
Yes	10	83.33%
No	2	16.67%
Total	12	100%

• **Time spent on their first job.**

How long did they stay in their first job?	Frequency	Percent
1-6 months	5	41.67%
2-3 years	3	25%
1-2 years	3	25%
7-11 months	1	8.33%
Total	12	100%

• **Reason for staying in the job.**

What are the reasons for staying on the job?	Frequency	Percent
Family influence	5	41.67%
Salaries/Benefits	2	16.67%
Related to special skill	2	16.67%
Career challenge	1	8.33%
Related to course	1	8.33%
Proximity to residence	1	8.33%
Total	12	100%

Situation D

• **Difficulties in applying the job.**

What are the difficulties in applying for a job?	Frequency	Percent
None	5	41.67%
Few/lack of vacancies	2	16.67%
Inadequate experience	2	16.67%
Mismatch of qualifications	1	8.33%
Inadequate knowledge/skill	1	8.33%
Not meeting paper requirements	1	8.33%
Total	12	100%

• **Improvements on their employment status.**

Did the employment status of the respondents improve after 1 year?	Frequency	Percent
Yes	10	83.33%
No	2	16.67%
Total	12	100%

Employment Status

Length of Time before Landing their First Job after Graduation

How long did it take the respondents to land in their first job after graduation?	Frequency	Percent
Less than a month	8	66.67%
1-2 years	3	25%
1-6 months	1	8.33%
Total	12	100%

Level of Employability

Item No.	ASPECTS	Range of Means	Interpretation
1	It is easy to look for a job if you are an education graduate.	4.00	High
2	Education graduates can work in any agency or organization.	4.08	High
3	Opportunity is available at all times for education graduates.	4.08	High
4	Education graduates can apply in any type of job.	3.83	High
5	Education graduates are popular among offices.	3.75	High

6	Education graduates can work in great deal of behind-the-scenes activity.	4.33	High
7	Government offices prefer to accept education graduates.	4.17	High
8	Business establishment prefer to hire education graduates.	3.67	High
9	Education graduates can acquire work/job in a short period.	3.67	High
10	As an education graduate, you can enjoy job advantage in any kind of work.	4.00	High
	OVERALL MEAN	3.96	High

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8	Business establishment prefer to hire education graduates.	3.67	High
9	Education graduates can acquire work/job in a short period.	3.67	High
10	As an education graduate, you can enjoy job advantage in any kind of work.	4.00	High
	OVERALL MEAN	3.96	High

Level of Competency Skills Used

Item No.	COMPETENCY	Range of Means	Interpretation
1	Communication Skills	4.17	High
2	Human Relation Skills	4.67	High
3	Entrepreneurial Skills	3.67	High
4	Information Technology Skills	4.00	High
5	Problem-Solving Skills	4.00	High
6	Critical Thinking Skills	4.17	High
7	Decision Making Skills	4.33	High
8	Creativity Skills	4.00	High
9	Technical Skills	4.17	High
10	Leadership Skills	4.25	High
	OVERALL MEAN	4.14	High

ANALYSIS

PROFILE OF THE RESPONDENTS

- **GENDER.** The profile of the students when analyzed in terms of gender is that there are more female respondents than male respondents.
- **AGE.** The profile of the students when analyzed in terms of age is most respondents belong to 21-24 years old.
- **FIELD OF SPECIALIZATION.** The profile of the students when analyzed in terms of field of specialization is most respondents graduated from BSED Major in English.
- **CIVIL STATUS.** The profile of the students when analyzed in terms of civil status means that most respondents are single.

- **PRC LICENSE HOLDER.** The profile of the students when analyzed in terms of PRC license holder is that half of the respondents were already a PRC licensed.

EMPLOYMENT STATUS

EMPLOYED RESPONDENTS. This means that all 2015 teacher education graduates are employed.

STATUS. It means that most respondents are under contractual status.

OCCUPATION. This means that most respondents are high school teachers.

YEARS IN SERVICE. This means that half of the respondents are more than two years in service.

SECTOR. It means that the highest number of respondents were in public sector.

PLACE OF WORK. This means that all respondents are working in the Philippines.

SITUATION C

- **Current job.** This means that most of the respondents' current job is no longer their first.
- **Related to their field.** This suggests that a greater number of respondents were able to work in their fields of specialization.
- **Time spent on their first job.** These data mean that half of the respondents stayed in their first jobs for years, while the other half stayed only for months.

EMPLOYMENT STATUS

SITUATION C

- **Reason for staying in the job.** This means that most of the respondents' reason for staying is family influence.

SITUATION D

- **Difficulties in applying the job.** Five of them didn't encounter any problem. The remaining were because of few/lack of vacancies, inadequate experience, and mismatch qualifications.
- **Improvements on their Status Employment.** This means that most of them were able to improve their employment status after a year.
- **Length of Time before Landing their First Job after Graduation.** This means that most of them were able to a land a job shortly after their graduation.

LEVEL OF EMPLOYABILITY. It indicates that the level of employability is high as all aspects were rated high.

LEVEL OF COMPETENCY SKILLS USED. This means that almost every time, the respondents were using all the competencies presented.

SUMMARY

- On the demographic profile of the respondents, there were nine 9 or seventy-five per cent (75%) female and three 3 or twenty-five per cent (25%) were male. For ages 21-24, there were only ten (10) or eighty-three per cent (83%) and two (2) or sixteen

point seven per cent (16.7%) belonged to 25-28 years old. Out of twelve (12) respondents, eight (8) or sixty-six point six per cent (66.6%) were BSED-English, two (2) or sixteen point seven per cent (16.7%) were BSED-Math and other two (2) were BEED. Eleven (11) or ninety-one point sixty-seven per cent (91.67%) of the respondents were single and only one (1) or eight point three per cent (8.3%) was married. Respondents who passed the PRC Licensure Examination for Teachers were six (6) or fifty per cent (50%), there were five (5) or forty-one point sixty-seven (41.67%) were not yet taking the exam and only one (1) or eight point three (8.3%) was still on the process.

- On the other hand, the employment situation of the respondents was that all twelve (12) or one hundred per cent (100%) of them were currently employed wherein nine (9) or seventy-five per cent (75%) were contractual and three (3) or twenty-five per cent (25%) were regular or permanent.
- The respondents who were high school teacher were only five (5) or forty-one point sixty-seven (41.67%), three (3) or twenty-five per cent (25%) for grade school teacher, one (1) or eight point three (8.3%) each for preschool teacher, English tutor, for company secretary and for youth coordinator. Moreover, there were seven (7) or fifty-eight point thirty-three per cent (58.33%) who were 2 to less than 3 years in service and the remaining five (5) or forty-one point sixty-seven (41.67%) were in less than a year in service. Among the twelve (12) respondents, eight (8) or sixty-six point sixty-seven per cent (66.67%) were working in public and only four (4) or thirty-three point thirty-three per cent (33.33%) were in private and all twelve (12) or one hundred per cent (100%) were in the local area.
- Furthermore, the respondents were asked if their current job is their first job. There were three (3) or twenty-five per cent (25%) who said yes and nine (9) or seventy-five per cent (75%) answered no. Ten (10) or eighty-three point thirty-three

(83.33%) answered yes when they asked if their first job related to the course they took up in college, and two (2) or sixteen point sixty-seven (16.67%) said no. among the twelve (12) respondents, five (5) or forty-one point sixty-seven (41.67%) stayed in their first job for 1-6 months, three (3) or twenty-five per cent (25%) for 2-3 years, another three (3) or twenty-five per cent (25%) for 1-2 years and only one (1) or eight point three (8.3%) who stayed for 7-11 months.

- The respondents were also asked on the reasons for staying on the job and five (5) or forty-one point sixty-seven (41.67%) answered family influence, two (2) or sixteen point sixty-seven (16.67%) for salaries or benefits, another two (2) or sixteen point sixty-seven (16.67%) for related to special skill, one (1) or eight point three (8.3%) answered career challenge, one (1) or eight point three (8.3%) said it was related to course and another one (1) for proximity to residence.
- The respondents were presented a list of difficulties they encountered when they applied for a job and five (5) or forty-one point sixty-seven (41.67%) said they did not encounter any. There were two (2) or sixteen point sixty-seven (16.67%) said few or lack of vacancies, another two (2) for inadequate experience, one (1) or eight point three (8.3%) for mismatch of qualifications, another one (1) for inadequate knowledge or skill and lastly, one (1) for not meeting paper requirements. Ten (10) or eighty-three point thirty-three (83.33%) respondents answered yes when they asked if their employment status improved after a year, and two (2) or sixteen point sixty-seven (16.67%) said there was none. They were also asked on how long did it take them to land their first job after graduation, and eight (8) or sixty-six point sixty-seven per cent (66.67%) were less than a month, three (3) or twenty-five per cent (25%) for 1-2 years and only one (1) or eight point three (8.3%) for 1-6 months.

- The level of employability of 2015 teacher education graduates of Jose Maria College had an overall mean score of three point ninety-six (3.96) which means high. However, the overall mean score for the level of competency skills used by the respondents in their current work was four point fourteen (4.14) which means high.

CONCLUSIONS

- There are more female respondents than male respondents and most respondents are around 21-24 years old. Bachelor of Secondary Education Major in English has the greatest number of respondents. There are more single than those who are married and half of them are already PRC license holder.
- All respondents are employed that are mostly contractual. There are more high school teachers that are 2 to less than 3 years in service and are working in public sector in the local area.
- Most of the respondents' current job is no longer their first job and a greater number of the respondents are able to work in their fields of specialization. Family influence was chosen by a greater number of respondents their reason for staying in their job.
- Fortunately, a greater number of respondents did not experience any difficulty in applying for a job and most of their employment status has improved. Moreover, it is easy for them to land a job because a greater number says they are hired in less than a month. However, there are quite a few who experienced difficulties such as lack of vacancies, inadequate experience, mismatch of qualifications and inadequate knowledge or skill. Eric (2000) stated students must know their disciplines' career options and outcomes and be explicit about career pathways.

- According to Teaching Geoscience in the Field in the 21st Century, field studies allow students to see relationships that demonstrate or validate theory and critically evaluate the adequacy of model output in comparison with the complexities of Nature.
- In addition, learning in the field is *integrative*, requiring holistic thinking that applies information and skills from multiple investigative approaches (theoretical, analytical, experimental, and modeling) to interpret, explain, predict, or confirm assertions about natural phenomena. According to Ng and Feldman (2009), work experience may strengthen the relationship between educational level and job performance.
- Moreover, Acquah & Partey (2014), said that it has been established overtime that one of the biggest influences within the pre-service teacher education course is the field-based experiences trainee- teachers encounter in real teaching situations (Farrell, 2001). This might probably be because it has been observed that field-based experiences offer trainee-teachers the opportunity to observe and work with real students, teachers, and curriculum in natural settings (Huling, 1997). It has been found to also help to offer training to pre-service teachers in the context in which they would be working after their training (Sleeter, 2008).
- Kinash (2015) stated that HEIs must design authentic assessment activities, aligned with industry practices, standards and approaches. Know the typical, common and/or range of destinations of your graduates. Analyze what types of work these graduates do and align your assessment accordingly. Lastly, it is important for HEIs to align lessons and assessment with industry trends and practices, as to Eric (2004).
- Higher Educational Institutions must conduct activities that will develop knowledge and skills of the students. According to Robinson (2006) as cited by Boholano et al. (2016), it is

indicated that leadership skills, communication skills and conflict management skills are some of the employability skills desired by employers. They should therefore engage their students in activities that develop these skills in order to ensure their employment in the future.

- The level of employability of 2015 teacher education graduates and the level of competency skills used were rated as high.

RECOMMENDATIONS

- In this study on the Employability of the 2015 Teacher-Education Graduates of Jose Maria College, it was found that they have encountered several difficulties in landing a job such as lack of vacancies, inadequate experience, mismatch of qualifications and inadequate knowledge or skill.
- Based on the mentioned findings and conclusions of the study, the following recommendations are given:
- Information regarding the most in demand field of specialization must be disseminated among students for them to know what major to take.
- Field Study subjects must be strengthened by lengthening the time spent in the field and enriching the experiences therein.
- There must be a dialogue between the employer and educational institutions regarding the qualifications and skills needed to land a job and how these can be developed among students.

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