

The Employability Skills of Teacher Education Graduates of the Kalinga-Apayao State College

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Abstract: *The very competitive job market led the researcher to look into the employability skills of the Teacher Education graduates of the Kalinga-Apayao State College. It aimed to determine the level of employability skills of the respondents according to program and specialization, and if there are significant differences in the level of employability skills of the respondents according to the moderator variables. The findings reveal that all the Teacher Education graduates are Much Skilled along oral communication. The Bachelor of Secondary Education graduates are found to be Much Skilled along the areas that have connection with their specialization. However, all the graduates show Moderate Skills along numeracy except those who specialized in mathematics. It is therefore recommended that for the Kalinga Apayao State College to achieve its vision and mission, officials as well as the teachers should plan activities where students can develop all the skills required by employers; Enhancement of the communication skills of Mathematics graduates must be done to better motivate the learners to love math; Trainers and or instructors of teacher education students are encouraged to attend seminars and trainings that would provide them the skill to develop their students' needed skills in the workplace; The Curriculum of the Teacher Education Program must be enhanced to include subjects and topics that will develop the employability skills of the students; A tracer study should be conducted in schools with employed teachers who are graduates of KASC.*

Keywords: Employability Skills, Teacher Education, Graduates, Specialization

1. Introduction

The employability skills of graduate's best gauge the attainment of what an educational institution and a country envisions for its people. The competitiveness and skilfulness of graduates also best reflect the success of the institution in its role as mandated by the Philippine constitution.

Employability is the capacity of the graduate to function effectively in a job. It is the ability to gain initial employment, to maintain employment, and to be able to move around within the labour market (29). Likewise, it is a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (17).

According to Margaret Dane, chief executive of the Association of Graduate Careers Advisory Service whom Anyangwe (2) interviewed, "It is essential for career advisers to get university managers and funders to ensure student employability is right up there on their agenda, especially in the light of increased tuition fees that has raised student and parent expectations." She added that careers services must "get academic staff to recognise that academic learning, though critical, is only part of the story as far as students and employers are concerned. As well as buy-in from management, careers services must find ways to get students involved in planning and building their own futures early enough. In other words, students must start to live their CVs before they need to write and market them and should be able to use their careers services to help them do this effectively."

The Higher Education Institutions in the Philippines are producing thousands of graduates every year. However the National Economic and Development Authority

(NEDA)(5) said the country's unemployment rate increased by 0.6 percent due to a lower level of employment amid a slightly higher labor force level. Majority of the unemployed were high school graduates (31.7 percent), college graduates (21.3 percent) and college undergraduates (14.6 percent), the state agency noted. About half (48.2 percent) of the unemployed were aged 15-24 years old, 27.5 percent of which are male while 20.7 percent are female.

Possible reasons of unemployment in the Philippines are: a. Oversupply of labor force in popular careers - the country's education system continues to produce college graduates where skills don't necessary fit with what is in demand in the job market; b. Lack of quality graduates – more than 100,000 college graduates fail in qualifying board exams each year with customs broker and librarians posting the lowest; c. Inability to take on available jobs or seize opportunities – because of lack of related skills and experience, jobless workers or fresh graduates are unable to take on careers that are available in the job market. Some would think it's unimaginable to take a job that is too unrelated to the course he/she finished in college; and, d. Apparently clueless job applicant – it's hard, if not impossible, to land a job if an applicant doesn't even know where to start. Even if they're looking at a job description, some of them are unable to figure out how to fill up a form, how to use e-mail service or find the address of the recruitment agency (26).

The aforementioned statements depict the Higher Education's vital role in the development of the necessary skills among its graduates to be able to address the needs in the workplace because in our present society, (25) degree is no longer enough to guarantee a graduate a satisfying future career. This is all the more true in light of the current economic climate. In many sectors, recruiters are looking for 'work-ready' graduates with clear evidence of job specific skills in addition to high level graduate attributes. To have the competitive advantage in the job

market, students need to have developed their employability throughout their time at University.

This study therefore aims to look into the employability skills of the Teacher Education Students of the Institute of Teacher Education of the Kalinga – Apayao State College to determine whether the trainings they gained from the institution are enough to make them competitive with the other Teacher Education Institutions in Northern Luzon as an indicator of its vision and mission.

2. Literature Survey

The 21st Century will be marked by increasing reliance on technology to address growing concerns about diminishing resources and sustainable development. The economic crisis in 2008-2009 has heightened the need for competent human resources to help recover the losses. Furthermore, the rapid rate of change and development of new technologies means that education programmes must keep pace with the knowledge and skills demanded by employers. The kind of skills needed and how universities can help to foster these skills has not been fully addressed by policy makers. With a forecast of increasing unemployment, it is crucial that universities equip their students with appropriate knowledge, skills and aptitudes to be more competitive in a shrinking labour market (19).

Graduates are faced with the challenge of acquiring employment right after graduation. It is paramount that they should have gained the best knowledge and skills in their field of specialization before plunging into any workplace of their choice. In like manner, a graduate who leaves the sanctuary of the academe desire to find the best employment out there in the job market. However, a job seeker's desire for the best job is hampered by lack of basic skills relevant to the job, lack of experience, poor communication and social skills among others (4). Furthermore, the country's education system continues to turn out college graduates whose training and skills are not attuned to the needs of the labor market both at home and abroad. (14).

Not only are schools responsible for the skills acquired by graduates. The young people have also a responsibility to prepare themselves for a changing world by improving their knowledge and skills to meet the demands of employers and the realities of the workplace. Academic qualifications are essential, but the aptitudes and attitudes of job seekers are equally, if not more, important to employers. A high grade point average alone does not guarantee employment. It is therefore crucial for graduates to cultivate qualities most sought after by their potential employers. These are what the researchers classified as “++ factors”: they include motivation, an ability to think “outside the box”, problem solving and communication skills, and an ability to work both as part of a team and independently. It is also vital that graduates are liable to work in many different jobs and industries throughout their entire career to constantly improve and update their skill, and willing to learn new technologies. Any sign that they possess some of these qualities might persuade employers to offer them jobs (24).

Most employers require specific employability skills that would be of great help in the attainment of their vision mission. These include communication skills, leadership skills, persuasive skills, numeracy skills among others.

The art of communication involves listening and speaking as well as reading and writing. Teachers need to be highly skilled in all these areas to excel in their profession. Proficient communicators receive information, understand and synthesize it and express themselves at a high level. They make excellent teachers because they are able to transmit knowledge, skills and values at the same time they communicate their caring for the students entrusted to their care. They help motivate students to learn (16).

Furthermore, Silver (16) states the following uses of having great communication skills among teachers: a) Teaching Individuals and Groups. Communication is both receptive and expressive. Teachers must be skilled at listening to their students as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their students. They must be able to adapt their methods of communication to all students regardless of ability or learning style. They are able to "read" their students and adapt to the needs of the individual. Effective communication includes transforming the boring into the interesting and having good presentation skills. b) Communicating Caring. In addition, good teachers communicate concern and caring by their tone of voice and use of body language. They transmit genuine commitment and affection for their students. Good teachers care about their students' progress and let their students know it at all times. They learn their students' names early in the school year and use their names when addressing them. They get to know their students' hopes, fears and preferences and communicate this knowledge to their students. They communicate their appreciation for what their students do by celebrating their successes and constantly encouraging them. This helps students feel recognized and validated. c) Communicating to Parents. Teachers must be able to express themselves both verbally and in writing in order to report student progress to parents. They need to explain the strengths and weaknesses of their students so that parents will understand the message and be receptive rather than defensive. This is especially important when the teacher conveys a difficult message about the student's misbehaviour or learning problems. The message must be delivered clearly and with tact. Teachers should be comfortable communicating with parents regularly, with phone calls and informal notes in addition to formal report cards. d) Interacting with Colleagues and Supervisors. Although teaching is often done in the isolation of a classroom without the presence of other adults, good teaching involves consultation with colleagues. Schools that see themselves as professional learning communities encourage teachers to plan lessons together and learn from one another. They take a team approach when problem-solving, especially for difficult students. This all requires excellent communication. Teachers stay abreast of new developments in education by reading journals, listening to new ideas from their administrators and school board

consultants, and sharing and discussing these ideas with colleagues.

Effective communication skills are very much needed by teachers to be able to deliver effectively to the learners the desired learning skills or outcomes that are indicated in the curriculum. It may include the way of speaking, the body language which includes facial expressions, the pitch or tone of voice and other skills that require a teacher to be clearly understood.

Because of the global competitiveness in our society and that of the world, there will come a time that educational institutions will be more strict in choosing teachers who can effectively express themselves communicatively.

As experienced and stated by Albetrayan (1), "A few weeks ago, I had an opportunity to visit a school in Chennai, India and interact with the teachers and the students of the school. Most of the teachers had good communication skills. Even students were able to express themselves in English well. Later, I met the principal and complimented the teachers on their communication skills: "Your teachers have good communication skills. With these teachers you can do wonders and produce students who can become powerful communicators." The principal said, "We recruit only those teachers who can speak good English and communicate well." Yes, teachers are expected to possess excellent communication skills. For a teacher, it is not just important to give a quality lecture but it is more important for the presentation of a lesson or lecture in class. A teacher with communication skills can enhance the learning process of students." (33)

The importance of communication skills can be seen when good, quality communication occurs that prevents misunderstandings, miscommunication and conflict. It produces productive work and performance which ultimately impacts the company's bottom line. Furthermore, the importance of communication skills are often listed in the "top four" job skills which predict both employee and employer satisfaction, and since communicating clearly is a vital part of optimizing worker - and employer - satisfaction, never underestimate the importance of communication skills in all workplace situations (34) and for personal enhancement:

"Intelligence, knowledge or experience are important and might get you a job, but strong communication skills are what will get you promoted."

MireilleGuiliano

Teachers should not only possess good and effective communication skills. They should also have the skill of negotiating and persuading as salesmen do. They negotiate with school administrators, students, parents, peers and the community for a better teaching and learning process. They need to persuade these people to extend whatever resources they have to make teaching effective, thus producing quality graduates who can face the challenges that may come their way after graduation.

One of the most important skills teachers need for classroom management is negotiation and persuasion.

Learning the art of negotiation can make your classroom a place of constant learning as struggles between students or between student and teacher become teachable moments (15).

Richards (15), further states the following situations where teachers can use negotiation skills: a) Negotiating with Students. Every classroom has challenging days, and learning to negotiate with students through all of their emotional ups and downs helps teachers stay balanced, focused and in control. Establishing clear policies, procedures and expectations at the beginning of each term will help cut down on conflicts. But when they do arise, having strong negotiating skills can help. Conversations that begin with positive language like, "I understand you are frustrated in my class, and I am here to help you. Can you explain what is causing the biggest problem?" b) Negotiating between Students. Conflicts in the classroom often arise between students, and teachers can find themselves mediating to keep control. Modeling strong negotiation skills along the way prepares when conflicts need to be dealt with.;c) Negotiating with Parents. Teaching requires good communication skills, including when negotiating with parents when they feel their child has been treated unjustly. Make yourself available to communicate with parents at any time during the school year, not just at conference time. Provide an e-mail address and voice-mail number where you can be contacted at any time. When parents come in for a meeting, be sure you have all the information you provided the student on hand to show them. Letting them know that all students have equal and multiple opportunities to get information and be successful can defuse difficult situations. Always use positive language when speaking about a child. Let the parents know you are on their child's side and want her to be successful. If the parents still feel their child needs some special consideration, offer additional help, after-school tutoring or testing to see if there is a learning problem. Be flexible and willing to hear what the parents are saying, and negotiate changes in things such as homework amounts and time given in class to work.;d) Negotiating with Other Professionals. An often surprising place where negotiation skills are important for teachers is when communicating with other educators. Classrooms, multipurpose rooms, computers and supplies must be shared in equitable ways, and teachers can find themselves at odds with each other during busy times of the year. To keep professional relationships positive, learn to communicate in encouraging ways during staff meetings. Find ways to be flexible when scheduling field trips, assemblies and class parties. Be a leader when it comes to helping others find ways to compromise, and use your negotiation skills to mediate and support whenever possible. Teachers are human and can have bad days. Learn to look for opportunities to encourage others and make friends of everyone you can. This will get you the respect of your co-workers and more opportunities to negotiate and solve problems.

Teachers should possess the skill of persuasion as well. As the quote states: "The power of persuasion can open doors for you and make the path to success much smoother (11)."

In other words, teachers must possess the skill of persuasion to be able to convince the learners of the best possibilities to succeed in their education. To the parents and community, they will be able to extend their time and resources in the achievement of the goals of the schools for the benefit of the learners. It is therefore imperative that to be able to do these, teachers must also possess the skill of cooperation to provide the best learning environment for the learners. If there is cooperation, everyone will collaborate to achieve one goal. According to Jackson (10), parents want what is best for their child, and teachers want what is best for their students. That's why parent/teacher collaboration is so important. By working together, parents and teachers can provide the best learning environment, both at home and at school for students.

Leadership is a skill that most employers seek from those whom they employ. It is having a vision of what you want to be and achieving this. Leadership roles are all around us, not just in a work environment. They can be applied to any situation where you are required to take the lead, professionally, socially and at home in family settings. Ideally, leaders become leaders because they have credibility, and because people want to follow them (35).

Thus, reference to leadership herein refers to titular leaders as well as teacher leaders. This is in full recognition that leadership in today's educational environment should be a shared enterprise (28).

The site further states that, there is an imperative for school leaders to develop the skills of persuasion as an essential to successful leadership in today's school environments. Successful leadership requires that school leaders hone their persuasive skills. Leadership is viewed as an influence relationship in which stakeholders utilize persuasion to influence decisions. Persuasion involves a complex exchange involving numerous factors. Leadership then does not lie with a particular individual but represents an environment in which individuals sharing a relationship influence each other. This suggests that persuasion represents a major ingredient in decision making. Leadership then is an act of individuals sharing points of view using persuasion to influence decisions. This relationship is collaborative in which participants are constantly shifting roles from leaders to followers and vice versa. The shifting is based upon influence, driven by persuasion, being exerted at any particular time. Thus, persuasion, while sharing the leadership function, is aimed at reaching agreement as decisions are pursued. Furthermore, Persuasion is a technique or thought process used in communicating. In the workplace, effective persuasion becomes a negotiating and learning process through which a persuader leads colleagues to a shared solution. It involves careful preparation, the proper framing of arguments, the presentation of vivid supporting evidence, and an effort to find the correct emotional match with an audience. It is an influential force that can solidify a team effort, enhance decision-making and school operations. Successful leaders do not lead by the authority given to them but rely heavily upon their persuasion skills.

Furthermore, teacher education graduates must also possess the skills of cooperation. Cooperation skills best project a person who can do the following: a) model working together with others, b) work together with people in their home life, community and school, c) make good decisions and choices, d) have positive relationships with family, teachers and peers, e) understand that cooperation is a process, not a program, and f) help bring out the BEST in all by working together. A person with these skills also realizes that a) "We can do more working together than I can do alone."; b) "Every person has a unique contribution to make to the group."; c) "Success is gained when everyone works together."; d) "Two heads are better than one."; and e) "Things in life come easier if you know how to get along and cooperate with others." Furthermore, he or she shows others how to cooperate by: a) Listening to other peoples' opinions and including others' ideas; b) Being supportive of other people's ideas, even when you might not agree with them; c) Cheerfully working with any partner you are assigned so as not to hurt their feelings; d) Greeting visitors and making them feel welcome; e) Staying out of cliques; and f) Taking only your fair share, when offered something (32).

Teachers should also have the skill of gathering information systematically to establish facts & principles and to be able to do problem-solving. In other words, they should possess investigating and analyzing skills. They must have the skills to do research and select relevant information to solve problems; analyze issues underlying causes, assess options and propose solutions; and be able to think sequentially, critique and synthesize information. To be able to help learners succeed in school, teachers should be skilled in planning learning resources, and in analyzing and investigating students' weaknesses, errors and classroom misbehaviours that may affect their learning abilities.

Numeracy is a skill that teachers must also possess since they need to always assess and evaluate students' performance to have a better teaching-learning process and be able to produce graduates who are competent in the next step towards achieving their dreams.

It is a life skill. Being numerate goes beyond simply 'doing sums'; it means having the confidence and competence to use numbers and think mathematically in everyday life... (36).

Objectives:

The study will be guided by the following objectives:

1. What is the level of employability skills the respondents possess according to:
 - a. Program
 - b. Specialization
2. Are there significant differences of the employability skills of teacher education students as to the moderator variables.

Alternative Hypothesis:

There are significant differences in the employability skills of the Teacher Education students according to program, and specialization.

3. Methodology and Procedures

The researcher used the descriptive method in the conduct of this study. The questionnaire that was lifted from the Employability Skills Exercise for the students of the University of Kent (27) was used in gathering data for the study. The 32 statements is of 8 skills selected for the exercise because they are frequently sought by employers when recruiting graduates and they aren't exclusively related to any single career area or degree subject. The respondents of the study were the Teacher Education Graduates of SY 2013-2014 of the Kalinga Apayao State College. There were 31 graduates of Bachelor of Elementary Education while there were 34 who graduated Bachelor of Secondary Education.

According to specialization among the Bachelor of Secondary Education, there were 16 graduates who specialized in English, 3 in Filipino, 9 in Mathematics, 3 in Science and 3 in Social Studies.

Treatment of Data

To quantify the responses, the three point Likert Scale was used as follows:

Arbitrary Limit Description Symbol

Value

3 2.34 – 3.0 Much Skilled MuS

2 1.67 – 2.33 Moderately Skilled MoS

1 1.00 – 1.66 Least Skilled LS

Statistical Tools

Frequency and percentage, weighted mean, and ANOVA were used to interpret the data gathered.

4. Discussion of Findings

Table 1: Presents The Level of Employability Skills of the Bachelor of Elementary Education and Bachelor of Secondary Education Graduates

INDICATORS	BEED		BSED	
	Xw		Xw	
Written Communication	1.87	MoS	1.82	MoS
Oral Communication	2.39	MuS	2.35	MuS
Analyzing	2.19	MoS	2.09	MoS
Planning & Organizing	1.96	MoS	2.0	MoS
Leadership	1.94	MoS	2.56	MuS
Persuading	2.22	MoS	1.74	MoS
Cooperating	1.9	MoS	2.59	MuS
Numeracy	2.13	MoS	1.89	MoS
Overall Weighted Mean	2.08	MoS	2.13	MoS

$t_{.05} = .0385$ $t_c = 1.895$

Decision: Not Significant / Reject H_a

The Bachelor of Secondary Education garnered an average weighted mean of 2.13 higher than the Bachelor of Elementary Education with an obtained average mean of 2.08. However, graduates in both programs are still described as Moderately Skilled in their employability skills.

The Bachelor of Secondary Education graduates are Much Skilled along three indicators namely, cooperating, leadership and verbal communication while the Bachelor

of Elementary Education graduates are Much Skilled only along Verbal Communication.

Even if they are both Much Skilled along Verbal Communication with an obtained means of 2.39 and 2.35 respectively, they are both Moderately Skilled along Written Communication with an obtained mean of 1.87 and 1.82. This implies that the teacher education graduates has the skill to orally communicate their ideas. This may be due to their pre-service training wherein they are required to demonstrate lessons in all their specialized and professional subjects. This is evidenced by the instructors' inclusion of demonstration teaching as one of the students' requirements in their syllabi. Much focus was given in the delivery of their lessons that their written communication skills were given less attention. This weakness was realized because truly the students writing skills were honed only when they write their lesson plans. In other words, they were not given much writing activities which can develop their skills in thinking through in advance what they want to say, gathering, analyzing and arranging data in a logical sequence, developing their argument in a logical way, briefly summarizing the content, adopting their writing style for different audiences, and avoiding jargon. Their writing skills which is described as Moderately skilled would further strengthen the suggestions of some school heads that the writing skills of the graduates should be enhanced much that they are required to do much writing activities such as: to prepare lesson plans, write reports and business correspondence to school heads, colleagues, parents and to some community members. Similarly, Hansen & Hansen(6) states, "Perhaps you've heard that no one cares about your grades once you leave the halls of academia. While that notion holds some truth, it is equally true that most potential employers do care about writing skills. They care so much that they bemoan the poor preparation of the entry-level pool of grads. In a labor force full of mediocre writers, someone who writes well is bound to stand out and succeed.

Silver (16) further states that the art of communication involves listening and speaking as well as reading and writing. Teachers need to be highly skilled in all these areas to excel in their profession. Proficient communicators receive information, understand and synthesize it and express themselves at a high level. They make excellent teachers because they are able to transmit knowledge, skills and values at the same time they communicate their caring for the students entrusted to their care. They help motivate students to learn.

The table further reveals that the BSED graduates obtained the highest mean of 2.59 in Cooperating described as Much Skilled. The result describes the respondents to have the skill in contributing their own ideas effectively in a group, taking a share of the responsibility in a group, being assertive - rather than passive or aggressive, accepting and learning from constructive criticism and giving positive, constructive feedback to others, concentrating on behavior that can be improved, and identifying their strengths and weaknesses. On the other hand, the BEED graduates are Moderately Skilled along this area with an obtained mean of 1.9. This

implies that the BSED graduates can work better with others than the BEED graduates. This has been observed when more of the BSED graduates have been actively participating in the school activities than the BEED.

The result further implies that the BEED graduates may be equipped with teaching skills but they should also enhance other skills like cooperating skills since they will always be dealing with people. As Gilani(9) mentioned, cooperation is one of the most widely taught skills. At an early age, we are taught "united we stand, divided we fall." Cooperation means to work together to achieve a common goal. In the workplace this means a healthy environment in which employees work side by side to achieve both personal and organizational objectives. They must work with others, instead of against each other, to be productive.

This is also called cooperative leadership of which the BSED exudes. Cooperative leadership (18) implies a leader who engages in the same activities as everyone else and claims no special privileges. As implied, cooperation and leadership go together. Leadership skills requires employees to be able to set objectives, organize and motivate others, take the initiative, persevere when things are not working out, take a positive attitude to frustration/failure, accept responsibility for mistakes/wrong decisions, and being flexible - prepared to adapt goals in the light of changing situations.

As to leadership, the BSED are Much Skilled along this area with an obtained mean of 2.56 while the BEED obtained a mean of 1.94 described as Moderately Skilled.

The obtained means indicate that most of the Bachelor of Secondary Education graduates are active participants in extra-curricular activities. One indication is the participation of most the BSED in Student Government Organizations. This is further evidenced by the winning of a BSED graduate as one of the Ten Outstanding Students in the Philippines.

Teachers who lead can make a distinct difference in schools and classrooms, and establish best practices by engendering values, moral responsibility and intellectual growth. This can result in higher levels of achievement and performance (12). The BSED obtained the least mean of 1.74 but described as Moderately Skilled along Persuading despite their being Much Skilled along cooperation and leadership skills. In like manner, the obtained mean of 2.22 also reflects that the BEED are Moderately Skilled along this area. Therefore, the skills of the graduates in both programs in developing a line of reasoned argument, emphasizing the positive aspects of their argument, understanding the needs of the person they are dealing with, using tact and diplomacy, handling objections to their arguments, making concessions to reach agreement, and challenging the points of view expressed by others were not yet developed. Yet, according to one writer, persuasion is the ultimate skill for creating change. If you can communicate what you have to offer, you can create great change.

Persuasion is a technique or thought process used in communicating. In the workplace, effective persuasion becomes a negotiating and learning process through which a persuader leads colleagues to a shared solution. It involves careful preparation, the proper framing of arguments, the presentation of vivid supporting evidence, and an effort to find the correct emotional match with an audience. It is an influential force that can solidify a team effort, enhance decision-making and school operations (20).

It is therefore imperative, that the skill of persuasion should be developed among teacher education students so that they can have that power to change the views of learners as to the importance of studying, sacrificing and doing their best in school. That education is the means to give more opportunities to be successful in life. Of which, when a teacher has this skill, they can persuade others to take action, accept their ideas, or agree with their opinions. In this case, students will be more participative in school activities and be motivated to make their assignments, projects and other school requirements and join activities that would make them better perform in the school. This might even lessen the problem of dropouts in schools because the students would realize the importance of education.

The table also shows that the Teacher Education graduates are Moderately Skilled along Planning and Organizing as well as in Numeracy. Yet, organizational and planning are necessary skills in the workplace. A teacher does multitasks everyday. Prior to his daily activities, he needs to plan his activities and organize the same to be able to achieve his goals in teaching. Planning and organisation skills are essential if teachers want to achieve their goals. It will keep them focus on the tasks they plan to do as well help teachers set their priorities and be confident in accomplishing what was planned. Aside from these, good planning skills can greatly help reduce the stress associated with the work they do.

According to Huntington (9), developing keen organizational skills in the workplace eliminates unnecessary ineffectiveness and enables individuals to efficiently perform essential job tasks. These skills are especially important for workers who multitask on a regular basis at their workplace. Establishing organizational skills help individuals perform their work according to their job duties and responsibilities. Therefore, maintaining organization in the workplace not only helps individuals work efficiently, but also helps to promote the overall objectives of an individual's job or profession.

Graduates of both programs obtained means that are described as Moderately Skilled along Numeracy. This implies that most of the students are not highly motivated to acquire numeracy skills. Skills that are required for every teacher because they need to assess student performances most especially that the K-to 12 curriculum emphasizes on Outcomes Based Education where assessment skills are very important.

Finally, the alternative hypothesis is rejected because the computed t of 1.895 reveals that the respondents did not vary in their perceptions as to their employability skills since it is much higher than the t -value of .0385 at .05 level of significance. This reveals that there were no significant differences between the perceptions of the BEED and BSEd graduates as to their employability skills.

Table 2: Shows the summary of the employability skills of the Bachelor of Secondary Education (BSEd) graduating students according to specialization

Indicators	E	F	S	M	SS
Written Communication	2.8	2.7	2.7	2.2	2.3
Oral Communication	2.4	2.7	2.3	2.3	2
Analyzing	2.3	2.3	2.3	2.6	2.3
Planning & Organizing	2.5	2.7	2.7	2.7	2.7
Leadership	2.6	2.7	2.3	2.6	2.7
Persuading	2.4	2.7	2.7	2.4	2.3
Cooperating	2.6	2.7	2.7	2.6	2.7
Numeracy	1.9	2.3	2.3	2.9	1.7
AWM	2.43	2.6	2.5	2.54	2.34

$F_{.05} = 2.64$ F -ratio = 1.204 Decision: Not Significant/ Reject H_a

Legend: 2.34 -3.0 – Much Skilled,
1.67 – 2.33 – Moderately Skilled

The table shows that overall; the graduates in the different specializations of the Bachelor of Secondary Education are Much Skilled in the different indicators as observed from their average weighted means. Graduates who specialized in Filipino obtained the highest average mean of 2.6 while the Social Studies majors obtained the lowest average mean of 2.34. All of the graduates are Much Skilled along Cooperating and Planning and Organizing. This implies that the graduates can work well with others and can plan and organize as they were trained to do in planning their lessons. This can also be attributed to their instructors' use of cooperative learning and other group activities as part of their teaching strategies.

Noticeably, the students who specialized in Mathematics are Much Skilled along Numeracy with an obtained mean of 2.9 as compared to the graduates of other specializations. They have proven that they are mathematically intelligent and they are worthy to have specialized in the subject. Therefore, the mathematics graduates can be described as skilled in their chosen specialization. A skill that most employers seek among employees and it is ranked by New Zealand employers in the top three.

Most of the graduates who did not specialize in mathematics perceived that they are moderately skilled along numeracy. Teachers would often say that they are not good in mathematics, but this is a negative projection to the students because it would mean that it is alright and not good to have the skill in numeracy. All teachers should be reminded that having the skill in numeracy will help them a lot in their work since there are grades to compute, there are performances to analyze through the gathering of data and they can also inculcate mathematics in their subject areas as a means of helping the learners better love math. For example, a geography teacher may

be able to enhance the teaching of data handling by providing real data collected as part of a geographical survey, or a PE teacher could link timing in athletics with work on levels of accuracy in a mathematics lesson (Crown, 2001).

Students who specialized in English and Filipino are Much Skilled along Written and Oral Communication while graduates of other specializations are Moderately Skilled along this area. This implies that they obtained their skills from their years of trainings in their own specializations. The Science majors who are Much Skilled along Written Communication imply the innate talent and skill they have. This even can be observed in their participation as contributors in the school paper.

However, it is a must that teacher education graduates are Much Skilled along this area because it is the basic requirement in their profession. Communication is vital in transmitting information to the students clearly and understandably. Not only that, teachers write reports and communicate with their superiors and colleagues either in written and oral communication of which they must be fully equipped in this skill. But as observed, teachers always rely on English majors in the preparation of written communication letters, with the belief that English majors know better and they don't. The science majors despite their not being communication arts majors would be worth emulating because it is a plus factor that they are much skilled in other areas aside from their specializations. A skill aside from what they were trained to do would be an extra qualification for the employer to consider them for employment. As stated by UNESCO (24), these are what the researchers classified as “++ factors”: they include motivation, an ability to think “outside the box”, problem solving and communication skills, and an ability to work both as part of a team and independently. It is also vital that graduates are liable to work in many different jobs and industries throughout their entire career to constantly improve and update their skill, and willing to learn new technologies. Any sign that they possess some of these qualities might persuade employers to offer them jobs.

As observed, the table shows that students who specialized in Mathematics are the only ones who are Much Skilled along Analyzing. Since they are logical-mathematical intelligent it is expected of them because their specialization requires much analysis. On the other hand, skills in analysis is important in analyzing data to enhance and improve students' performance in the school. As Harris (7) said, data is useless without the skill to analyze it. Moreover, since teachers are managers too, they must know how to construct intelligent hypotheses, understand the principles of experimental testing and design, including population selection and sampling, in order to evaluate the validity of data analyses. It would be unwise to always rely on mathematics teachers to explain things that everyone can easily do.

However, it is shown on the table that the Mathematics majors are Much Skilled along the other indicators of employability but are Moderately skilled along Written and oral Communication. Of which, these weaknesses of

the mathematics majors are constantly observed during their pre-service teaching as well as when they are already employed. Because of this, they always use the deductive and algorithmic method in teaching mathematics because it requires them to repeat the same things all throughout their years of teaching. Their weakness in communication skills also make learners not appreciate the subject because teachers tend to become robots repeating the same way of teaching from the time the learners started school.

As gleaned from the table, the Social Studies majors obtained the highest mean of 2.7 described as Much Skilled along Leadership, Analyzing and Organizing and Cooperating. This implies that since these skills are those that are possessed by great leaders in history, students under this specialization maybe influenced by the famous and great people in history of which they serve as their models. Their years of study about the successful and sometimes the unsuccessful events that happened in history and the great ideas of great men, who made history, developed these students to obtain these skills.

These skills are further observed among leaders of schools. The most successful leaders and heads of schools are those who specialized in History or Social Studies. They have well managed schools and tend to have satisfied and motivated employees. These leadership, planning and organizing as well as cooperating skills that they project were obtained and developed through their years of study.

However, they are Moderately Skilled along Written and Oral Communication Skills, Analyzing, Persuading and Numeracy. This implies that Social Studies majors tend to focus on developing their skills on those which they are Much Competent and given less attention to the other skills.

As to Written and Oral Communication Skills, it is observed that students under this specialization tend to use jargons and most often have many grammatical errors during their demonstration lessons. Yet, leaders must also possess good communication skills because they need to give orders as well as emphasize things to be followed. As cited, being able to clearly and succinctly describe what you want done is extremely important. If you can't relate your vision to your team, you won't all be working towards the same goal (38).

Persuasive skills are extremely important among Social Studies teachers who tend to become leaders in schools. Being moderately skilled along this area will not also be of help in making students realize the importance of learning history. Planned projects and activities for the welfare of the students wouldn't be achieved if teachers can't fully persuade colleagues, parents and other community members to extend their resources.

Analysis is of great importance too. For without it, strategies for a planned activity will not be achieved. This has been observed among Social Studies pre-service teachers, they tend to state only the facts but does not expound the matter for better understanding.

The graduates who specialized in Social Studies further obtained the lowest mean of 1.7 along Numeracy described still as Moderately Skilled. This implies that along multiple intelligence, they are interpersonally intelligent than mathematical intelligent.

The table also shows that the F-ratio of 1.204 is lower than the F-tabular value of 2.64 at .05 level of significance. This means the alternative hypothesis that states that there are significant differences in the employability skills of the BSEd graduates according to specialization is rejected. This implies that the Bachelor of Secondary Education graduates along the different specializations perceived not to have any significant difference in their employability skills.

5. Conclusions

- 1) The BEED graduates are much skilled along oral communication and are moderately skilled along the other indicators while the BSED graduates are much skilled along oral communication, leadership and cooperation, but are moderately skilled along the other indicators. There are no significant differences as to the employability skills of the Teacher Education graduates according to program.
- 2) The skills developed by the graduates of Bachelor of Secondary Education are in accordance with their specialization. There are no significant differences in the employability skills of the Bachelor of Secondary Education Graduates according to Specialization.

6. Future Scope

The researcher should once again conduct the same study after three years of implementing the identified solutions to improve the employability skills of the Teacher Education graduates and a study on the performance of employed graduates along the identified employability skills should be conducted to determine the extent by which the institution will be able to produce graduates who possess the skills of national and international standards.

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