



**EDUCATION GRADUATES WORKING IN BUSINESS PROCESS
OUTSOURCING (BPO) INDUSTRY: BASIS FOR
INTERVENTION PROGRAM**

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ABSTRACT

This descriptive-qualitative study aimed to determine how education graduates working with Business Process Outsourcing (BPO) manage their time as basis for intervention program during the school year 2023-2024. It was found out that most of the education graduates working with BPO are young female agents who have gained experience with BPO industry. Most of them have earned units in post graduate study and are earning much compared to new teachers in the Department of Education. All education graduates working with BPO are going home right after their work. Based on the interview, the study revealed that education graduates working in BPO industry enjoy their job, gain trainings, manage their time effectively, and meet and know different people. To manage their time while working in BPO industry, they learned how to adjust and prioritize activities. They also thrived their work in BPO industry by loving their job and developing their skills and strengths. Moreover, being health conscious, participating in team building, and engaging linkages with others are the activities that helped them thrive their work in BPO industry.

Keywords: *Education Graduates, Business Process Outsourcing (BPO), Intervention Program*

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INTRODUCTION

Background of the Study

The Philippines has emerged as a global leader in the Business Process Outsourcing (BPO) industry, providing a significant source of employment and contributing substantially to the national economy. This rapid growth has also led to an increased demand for skilled professionals, attracting graduates from diverse academic backgrounds, including education.

Over the past several years, the Filipino call center sector has expanded tremendously. The preference for the Philippines has been linked to the country's enormous pool of college graduates who are computer literate and proficient in speaking American English. The sector has attracted workers with high compensation and monetary incentives, which has contributed to the rise. Call center employees make more than twice the minimum wage required by law. Moreover, due to the lucrative call center industry and the prospect of a high salary, many teachers and education graduates opted to work as call center agents putting their teaching careers on hold.

Smithers and Robinson (2003) investigated what influences teachers' decisions to quit the field. Workload, fresh difficulties, the state of the classroom, salary, and personal circumstances were the five main variables that were noted. They concluded that among these elements, workload and compensation had the greatest and least significant roles in motivating instructors to quit their positions. Similarly, Watt & Richardson (2007) highlighted that the growing wage difference between teaching and other professions is a key factor in why people believe that teaching is a less rewarding profession than other disciplines.

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According to Abulon (2014), the teacher's wage is a conspicuous disincentive that is frequently defined by poor income along with their overworked and underpaid state. The smartest students are discouraged from accepting the job of teaching the future generation in the Philippines due to the negative image of the teacher. For years, the government's failure to address teachers' predicament led to their grim economic circumstances and a stabbing blow to the profession's honor. For individuals who choose a better profession, the word "teacher" has come to be seen as a joke (Calibo, 2014). In addition, there is a surplus of qualified teacher search year as a result of the low and stagnant demand for teachers throughout the years. Many of our professional instructors were unable to practice their profession because of the nation's educational system's poor capability for absorption (PSA, 2003).

It is with these views and opinions that the researchers wanted to underwent the study. This undertaking explored the lives of education graduates employed as customer service representatives. The focus of this study was to identify the factors and reasons that pushed them to become customer service representatives and what made them remain in the industry. This study wanted to give insights and information to those future graduates who would soon start a career. Thus, this paper explored the journey of education graduates and sought depth understanding of their lived experiences as customer service representatives.

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RESEARCH METHODOLOGY

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in the study. The purpose of this study was to determine how the education graduates working with Business Process Outsourcing (BPO) manage their time as basis for intervention program during the school year 2023-2024.

Research Method

The research method utilized in this study was qualitative research using in-depth interview.

Descriptive method, according to Fraenkel and Wallen (2007) is used to describe a given situation as fully and carefully as possible.

The interviewer with the interviewee during the interview were allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

Research Design

The study used phenomenological research design. Phenomenology was considered a philosophical approach to undertaking qualitative research. The goal of phenomenology was to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences.

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Phenomenology was done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

According to Smith (2013), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

Participants of the Study

The participants of the study were the 8 selected teacher education graduates who have been working with BPO of at least one year.

One (1) participant had more than a year of experience; three (3) participants had three (3) years of experience; and four (4) participants had six (6) to eight (8) years of experience.

Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that are needed in the sample. In other words, units are selected "on purpose" in purposive sampling.

Also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

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Purposive sampling is common in qualitative research and mixed methods research. It is particularly useful if one needs to find information-rich cases or make the most out of limited resources but is at high risk for research biases like observer bias.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule had three questions focusing on the purpose of study.

Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel and Wallen, 2007).

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Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to the participants but prior to this, the researcher encouraged first the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, voice and video recorders were also provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

Data Analysis

The information gathered was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to identify

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themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing and interpreting the data gathered and making sense of it.

SUMMARY AND RECOMMENDATIONS

This chapter presents the summary of the study, the insights drawn from the findings, and the recommendations arrived at by the researcher.

Summary

This study aimed to determine how the education graduates working with Business Process Outsourcing (BPO) manage their time as basis for intervention program. A qualitative method, using in-depth interviews, was employed, to gather data from 8 teachers selected using purposive sampling. The researcher obtained permissions from various sources, including the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, School Head, and individual participants. The data was collected through series of interviews and analyzed using a thematic approach.

The following are the findings of the study:

The results show that most of the education graduates working with BPO are females and young but have already gained experience with the BPO industry. Most of them have earned units in post graduate and are earning much compared to the salary of a new teacher in the Department of Education. All education graduates working with BPO are going home right after their work with the company.

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Based on the results of the in-depth interview with the participants, it was revealed that education graduates working in BPO industry enjoy their job, gain trainings, manage their time effectively, and meet and know different people.

It was also found out that the education graduates manage their time while working in BPO industry through making adjustment and prioritizing activities.

Education graduates also thrive their work in BPO industry by loving their job and developing their skills and strengths.

Moreover, the results of the study revealed that education graduates thrive their work in BPO industry by being health conscious, participating in team building, and engaging linkages with others.

RECOMMENDATIONS

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

BPO companies can collaborate with universities and colleges to create internship programs or job placement initiatives specifically for education graduates. This partnership can help bridge the gap between education and employment, providing students with real-world experience and a clearer pathway into the BPO industry.

BPO firms should encourage employees to develop tailored customer engagement strategies. This can involve training employees to understand diverse customer needs and

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preferences, allowing them to take ownership of their interactions. Empowering employees in this way can lead to a greater sense of accomplishment and fulfillment in their roles.

Encouraging the use of time management tools can significantly enhance productivity. Tools such as digital calendars, task management apps, and time tracking software can help employees organize their tasks, set reminders, and monitor their progress. Providing training on how to use these tools effectively can empower employees to take control of their schedules.

Establishing mentorship programs can provide education graduates with guidance and support as they navigate their careers in the BPO industry. Pairing them with experienced professionals can help them develop their skills, gain insights into career advancement, and build a professional network. This mentorship can also foster a sense of belonging and community within the workplace.

BPO companies should establish wellness programs that promote healthy lifestyles. These programs can include fitness challenges, nutrition workshops, mental health days, and access to counseling services. Encouraging employees to participate in wellness initiatives can enhance their overall well-being and productivity.

A copy of an intervention program must be shared to BPO companies and education learning institutions for their information and guidance, and if necessary be implemented in their respective companies or institutions.

A similar study is also encouraged to be conducted in the future, consider other variables not used nor mentioned in the study. If possible, a quantitative research in line with

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the level of preparedness and satisfaction of education graduates working with BPO companies should be conducted.

CONCLUSIONS

Based on the findings, the following insights were drawn:

The BPO industry in the Philippines is attracting a significant number of young, female education graduates who are not only experienced but are also pursuing further education. Their choice to work in BPO is influenced by better salary prospects compared to traditional teaching roles, alongside a structured work-life balance.

Education graduates find satisfaction in BPO industry, earning more, appreciating training programs, tailoring customer needs, and observing work-life balance. Effective communication, diverse experiences, and supportive colleagues make work extraordinary for them.

Time management is a challenge for BPO employees, but they prioritize sleep and tasks, create a checklist, and prioritize rest days and collaborate with supervisors. Maintaining a healthy work-life balance is essential to energize individuals so they can contribute meaningfully and effectively to their team and company.

Education graduates find financial stability in BPO work. They possess critical thinking, adaptability, and leadership qualities, enabling them to interact with diverse customers and contribute positively to the team's success.

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In the BPO industry, employees developed healthy lifestyle and work-life balance. They appreciate a supportive work environment and company activities.



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