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EXPERIENCES OF EDUCATION GRADUATES WORKING IN OTHER INDUSTRIES: ITS IMPLICATIONS TO TEACHER EDUCATION INSTITUTIONS

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ABSTRACT

This descriptive-qualitative determined the experiences of education graduates working in other industries and its implication to Teacher Education Institutions during the school year 2023-2024. The study, utilizing in-depth interview, found out that education graduates working with other industries are young male and female workers who have less work experience with the industry. Most of them are graduates of Bachelor of Elementary Education and are earning much compared to new teachers in the Department of Education. All education graduates working with the industry are going home right after their work duties.

The study revealed that education graduates working in other industries experienced making the job easy and manageable, making adjustment, and offering unique perspective. On the other hand, the challenges encountered by education graduates working in other industries included insufficient knowledge of the new work, culture shock, and adjustment to new environment. They managed these challenges through attending training and seminars, showing resilience, and managing their time.

Keywords: *Experiences, Education Graduates, Industries, Implications, Teacher Education Institutions*

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INTRODUCTION

Background of the Study

The study focused on the experiences of the Education graduates working in other industries. It is through education and proper training that one may get a job after graduation. Education is formal schooling before the first job. Many educators will attest to the effectiveness of learning if the students are able to apply them in everyday living. There is a very strong competition of having a job after graduation.

In Hills, Robertson, Walker, Adey, and Nixon (2003) as cited in de Guzman and de Castro (2008), a role of the higher education sector is to supply suitably skilled graduates to the workplace. (de Guzman and de Castro et al. 2008)

In most cases, students will enroll in any higher institution to gain and acquire new knowledge and skills that is applicable in the workplace. The responsibility of University/College in training students is not limited to imparting academic skills. The development of employability skills in teacher education institutions requires members of the academe to have informed knowledge of current industry practice and an awareness of how different workplaces are structured and function. Teaching skills, as well as knowledge, means that faculty members are required to move beyond traditional lecturing and use a range of teaching methods (Commonwealth of Australia, 2007).

Among other professions, several investigations have identified that teacher education skills and competencies are transferable to other non-teaching careers. Communication, the ability to work independently, and the training of others the useful competencies in obtaining

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other employment (Martin, 2006). Several transferable teaching skills are identified that are beneficial to non-teaching jobs like the willingness to learn and listen, and other skills such as complex problem-solving, coordination, critical thinking, mentoring, and decision-making. In addition, managing time, monitoring, multi-tasking, negotiating, speaking, understanding individuality, analyzing and evaluating systems, reading, and writing skills, and being service-oriented are the competencies usable in other non-teaching careers.

State Universities and Colleges (SUCs) offer free tertiary education through the Republic Act 10931 or the "Universal Access to Quality Tertiary Education Act" which was signed into law in August 2017 by President Rodrigo Duterte. Underprivileged Filipino students are given opportunities to pursue college degrees through free tuition and other fees enrolled in SUCs. The government spent a budget for 1. 6 M Filipino students for their free tertiary education to meet the demands of human resources in the country (Rocamoro, 2021). Unfortunately, not all graduates landed a job related to their completed program. This is also true in teacher education wherein a significant portion of government investments are wasted as reflected in low performance in the licensure examination and some education students after their graduation leaving the profession and switching to other careers (Abulon et.al, 2014).

Tracing teacher education graduates who are working not aligned to the completed program is uncommon for educational institutions because of institutional and program assessments that require alignment of the program completed to the present work of graduates. For this reason, the researcher would like to hear the stories of

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teacher education graduates who are successful in their non-teaching jobs outside education like office staff, BPO employee, police officers, etc. This study would like to ponder the phenomenon of choosing non-teaching jobs

among teacher education graduates. Specifically, it aims to discover the core competencies learned from the university beneficial in their present employment and unveil the reasons, thoughts, and feelings for choosing non-teaching careers.

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 the experiences of Education graduates working in other industries and its implication to Teacher Education Institutions 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

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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. 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 and other industries in Iloilo City and at least one year experience with the job.

Sampling Design

Purposive sampling design will be used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units

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are selected because they have characteristics that you need in your 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.

Purposive sampling is common in qualitative research and mixed methods research. It is particularly useful if you need 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 four 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

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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).

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, a voice and video recorder 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.

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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 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

The study used a qualitative research design to determine the experiences of education graduates working in different industries, and its implication to teacher education Institutions during the school year 2023-2024.

The study set its boundaries in taking the eight (8) teacher education graduates, wherein the eight (8) education graduates were the study participants; as such, the purposive or non-probability sampling was used. The study employed survey and interview techniques to gather data.

The researcher-made interview guide, digital voice and video recorder instrument were utilized to gather the data needed for this study. A panel of experts validated this instrument. All comments and suggestions relative to the validation of the tool were considered.

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During the interview the participants were allowed to sit and ask series of questions regarding specific issues. The aim was to get the main idea or the necessary views of the participants on a specific issue in a social context through the participants' responses to the questions.

Thematic approach was used to analyze the data gathered.

The following are the findings of the study:

The results show that education graduates working with other industries are mixed with males and females. They are all young with less working experience with the industry. Most of them are graduates of Bachelor of Elementary Education and earning much compared to the salary of a new teacher in the Department of Education. All education graduates working with the industry are going home right after their office with the company.

Based on the results of the in-depth interview with the participants, it was found out that the experiences of education graduates working in other industries were to make the job easy and manageable, make adjustment, and offer unique perspective.

It was found out that the challenges encountered by education graduates working in other industries were having little knowledge of the new work, experience culture shock, adjustment to new environment.

It was also found out that the ways on how education graduates manage the challenges encountered were to attend training and seminars, being resilient, and time management.

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Teacher education institutions must adapt their programs to meet the changing employment landscape by focusing on curriculum relevance, gender diversity, lifelong learning, community engagement, and addressing economic disparities. This holistic approach will equip graduates with transferable skills, communication, and lifelong learning for various career paths. By enhancing curricula, promoting cultural competence, developing industry-specific skills, and fostering a culture of continuous learning, these institutions can better prepare graduates for successful transitions into non-academic roles.

RECOMMENDATIONS

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

Teacher education institutions can better prepare their graduates for a wide range of career opportunities, ensuring they are equipped with the necessary skills and support to succeed in both academic and non-academic settings.

Incorporate training modules that address legal challenges and safety protocols relevant to various industries. This could include workshops on understanding workplace rights, safety regulations, and enforcement tactics, ensuring graduates are well-prepared to navigate these complexities in their new roles.

Implement programs focused on cultural competence to help graduates adapt to diverse workplace environments. This could involve simulations, role-playing exercises, and

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discussions that expose students to different organizational cultures, helping them to better understand and integrate into non-academic settings.

Offer specialized courses or workshops that familiarize students with industry-specific terminology and tools. Collaborating with professionals from various sectors can provide students with practical insights and hands-on experience, making the transition smoother and more effective.

Encourage a mindset of continuous learning by providing access to resources such as online courses, certifications, and professional development workshops. This will help graduates stay updated with industry trends and enhance their skill sets, making them more adaptable in their careers.

Establish mentorship programs that connect graduates with professionals in their desired fields. This support system can provide guidance, share experiences, and help graduates navigate the challenges of transitioning to non-academic roles.

Incorporate training that focuses on building resilience and adaptability. Workshops on stress management, coping strategies, and maintaining a positive outlook can empower graduates to handle the challenges they may encounter in their new environments.

A similar study is also encouraged to be conducted in the future, consider other variables not used nor mention in the study, and if possible, a quantitative research in line with the level of preparedness and satisfaction of education graduates working with other companies.

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CONCLUSIONS

Based on the findings, the following insights were drawn:

Education graduates, predominantly from elementary education, work in various industries, with a mix of males and females, and often return home after their work.

Education programs aid graduates in transitioning from civilian to military life, enhancing time management, critical thinking, and adaptability. Graduates in non-academic organizations gain skills in custodial, administrative, and client welfare obligations, transitioning to law enforcement, online tutoring, and healthcare. Strong communication, information management, and learning principles skills are beneficial in non-academic settings like Business Process Outsourcing (BPO), offering life-changing experiences and career perspectives.

Education graduates in non-academic organizations face legal challenges, safety, security, and enforcement tactics. They struggle with culture shock and adapting to non-academic organizations. They face industry-specific terminology and tools, but with practice and dedication, they can overcome these challenges. Continuous learning and skill development are crucial.

Education graduates prioritize continuous learning, professional development, and staying updated in the BPO industry. They manage challenges by being resilient, adapting to work culture, and utilizing skills learned during education. They maintain a healthy work-life balance, stay flexible, and maintain a positive outlook. They excel in efficient task prioritization and time management, even as freelance online tutors.

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Teacher education institutions should adapt their programs to the changing employment landscape by focusing on curriculum relevance, gender diversity, lifelong learning, community engagement, and addressing economic disparities to equip graduates with transferable skills.

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