



TRACER STUDY OF BACHELOR OF ARTS GRADUATES MAJOR IN ENGLISH

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Abstract: *The English program provides a comprehensive study of the English language and is designed to help students improve their speech and writing skills. It also traces what competencies graduates use most in their workforce so it can provide information for evaluation of higher education. This is an intended a tracer study of the graduates of the Bachelor of Arts in English Language in Kalinga Apayao State College .Through this endeavor, it determined the profile of the AB-English Language and the factors affecting the employment of the respondents. This study revealed that the graduates are employed in public and private companies and some of them are self-employed. Furthermore, it revealed that the respondents are much affected with the employability factors. It was also discovered that there are no significant differences in the perceptions of the student on the extent by which factors affect their employability when grouped according to civil status. It was also revealed that the extent by which factors affect their employability significantly differs when grouped according to gender and government examination passed.*

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BACKGROUND

According to Harald Schomburg, **tracer study is defined as study to trace graduates of higher education institute.** “*Graduate Surveys*”, “*Alumni Researches*”, “*Graduate career tracking*” or “*Follow-up Study*” is other term for it. Instead of just evaluating length of study, length of thesis writing time, GPA, and waiting time until first job obtained, this study assess the availability and quality of graduates. It traces in what field the graduates work - match/mismatch, graduates first income -one of indicator of graduates quality, and the most important: stakeholder perception about the graduates. It also traces what competencies graduates use most in their workforce so it can provide information for evaluation of higher education (curriculum improvement, for instance). We can say that keyword of the result of this study is **“benchmarking according the needs of the universities – not rankings”**

Tracer study was perceived as useful to improve the learning process, gauge the market (satisfaction, demand), and building alumni network. It’s good that we can improve curriculum based on input from graduates (what competencies they feel useful in their workforce and what they need yet not taught in college) and stakeholder. The problem is when we rely only on this market labor to decide what people need. **“Note that market labor is created by industry, and industry policies are decided by capitalist power so it’s not always the same with what people really need”.**

Alumni database is including the availability and quality of graduates. It’s always good to know where the graduates located and work. I thought this kind of graduates mapping must be in government’s hand. **It will be very bad if the government is getting blind about the mapping of experts we need and experts we have.** See the illustration about graduates of agricultural institute who -mostly, work mismatch with their education. Will it be consideration to delete the study program from the institute as no market needs expert from this field? No, many study program in this institute are needed to support national autonomy, it’s just that market don’t see them as profitable. Relying on market to know what people needs will be misleading then. Many call centers hire CSR (customer service representatives) and TS (technical support) which are not graduates of the English Profession, mostly are medical student graduates and sometimes even high school graduate too. There is a mismatch of employment. Tracer studies will definitely give a big contribution to college institutions and the future graduates. If tracer studies will be



implemented many people will benefit of it because sooner they'll know is the course is in demand or the labor market/job street needs a graduate of that certain course.

Last thing to ponder here is about funding. Governments should engage to the CHED (Commission on Higher Education) to support such efforts by the name of improving quality of education. When there's any program held by the CHED and it was supported by the government, researches and studies will definitely flow smoothly and successfully.

<http://dokterphi.wordpress.com/2011/05/25/improving-higher-education-quality-a-daydream/#comments>)

The Commission on Higher Education (CHED) in cooperation with the De La Salle University, a Philippine Higher Education Research Network Center, is conducting a National Graduate Tracer Study (GTS) this year. The study aims to provide information about the employability of graduates and to assess the relevance of higher education programs vis-à-vis expectations of the employers. CHED will use the results of the study to monitor quality of the programs, prioritize courses for government scholarship and policy development. A major component of the study is an online survey which will be open until October 31, 2012. The English program provides a comprehensive study of the English language and is designed to help students improve their speech and writing skills. It is a very good preparation for further studies in law, literature and linguistics.

Here in the Philippines, AB English or AB (Bachelor of Art) courses are being discriminated or downgraded. In western Mindanao State University, students would normally go for Engineering, Nursing, and Education. Yet, not all of these students succeed. There are a lot of engineering graduates who remained jobless. Worse, there are those who could not even pass their board exams. Others spend years in school. Also, we had a number of students enrolling in Nursing. The number of graduates every year is increasingly overwhelming. It's scary because when the new batch will graduate; there will no longer be jobs available for them. And, education is somewhat definite and specific. You are really being trained to be teacher, nothing else. When you graduate, then you should become a teacher. Bachelor of Art major in English as offered in universities is a very practical and easy to enroll course. Yes, it is a Bachelor of Art and not a Bachelor of Science. Being an art is just as fitting and appropriate though. AB English program aim to train and produce students and graduates to become good speakers and writers of English language. Communication is an art. All arts focused of acquiring skills. To have a good command of written and spoken



English, exposure and practice are required. This is what AB English is all about: Training its students to acquire the necessary skills in both oral and written communication. The following will be reasons why AB English is as good as any other courses offered in any university.

First of all, not all people are oriented towards science or mathematics. There are those who could not perform complex mathematical operations as required in Engineering and Mathematics courses. Others do not just have the analytical mind as high as Albert Einstein. For those people to enroll in Science courses would be a nightmare. Surviving in this field is just a matter of graduating and not really performing well. It will just be like bottle carried by waves to the finish lines. Rather than enroll in these programs, go for AB course instead. Look into yourself and see what are your weaknesses and strengths. Say, if you are good and interested in English, then AB English is good for you.

Secondly, AB English exposes you to different masterpieces in the field of literature. Literature will broaden your knowledge about life and works of others as it trains you to have critical thinking as wide readers and creativity in your writing. And the fun does not end there. EB English also exposes you technical writings as exposes you to different researches in the field of language, grammar, and studies in the different productive and receptive skills. Students are taught to write business correspondence, thesis, and other technical write-ups. You get the fun of both technical and creative writing. Lastly, there is broad range of jobs for AB English graduates. As opposed to the myth that there are no jobs for AB English graduates, jobs are available. They are not just labeled as 'nurse' for nursing graduates or 'teacher' for education graduates. Equipped with good background of literature, exposure to researches and studies, good command of English, above average oral and communication skills, AB English graduates can easily fit in this competitive world. Initiative and guts are just additional traits you need because AB English graduates can work as technical writers, researchers, creative writers, book editors, newspaper article writers, thesis writers, language teachers, language specialists, call center agents, and with additional units in education – teachers.

Having said all of these, it would still up to individual students. Courses do not guarantee success though it is an important factor. The key to success is determination – striving hard and harder. If you want jobs to be waiting for you after you graduate, then you should take your studies seriously. You won't acquire the necessary skills in oral and written



communication if you just sit out all the activities and requirements in your class. Right here and now, start giving you best. With determination and interest, and a love of your own course, then there is no doubt that a good command of English will be yours.

Generally, the main purpose of a tracer study is to examine, evaluate and study the current and subsequent career employment patterns of graduates from institutions of learning. I am now a senior student taking up AB English. I can say that AB English will not only teach you the fundamental structure of the language, instead, it will teach you if how to become a practical and well-rounded person. I can't deny the fact that this course is so difficult because you have to put extra effort in understanding the following principles of the language and literature. So, to those who are interested to take up this course, you must be patient enough.

http://abenglishinfo.blogspot.com/2009/04/ab-english-info-why-get-ab-english_20.html

Many graduates work in 'match' field to their educational background but we can see most of them work without passion to invent or create new ideas regarding their field. They have made their college proud and gain better rank by graduating on time with flying colors, getting recruited by multinational company and having good salary, but they are not different with coolies. Are those -coolies with tie- really our graduates' quality we should be proud of?

It has been major concern nowadays that ranking system and accreditation standard -that emphasize on length of study, length of thesis writing time, GPA, and waiting time until first job obtained- are not the only parameter to measure the success of learning process in college. The most important is whether the graduates are able to answer public needs as higher education graduates are supposed to be public problem solver. **Is Tracer Study, an Answer?**

The competency of university graduates is experiencing a shift towards a greater awareness on the importance of generic and managerial competencies, besides specific and technical competencies. Tracer study is developed to answer the change in industry and corporate world by integrating the higher education institution with labor market.

CONCEPTUAL FRAMEWORK

Education is the most important mechanism for the empowerment of people for their socio-economic, political and technological development. In Philippines, learning environments of higher education institutions must take cognizance of this in structuring their course



programs. For the purpose of quality assurance of course programs Philippine higher education institutions can contribute meaningfully by applying the principles of tracer study to create sustainable learning empowerment environment for the continuous professional development of past students. While many higher education institutions provide training to a variety of clients, most forget them as soon as they graduate and leave the institutions' environment with no means to contact them. This paper provides documentary analysis about the need to use the tracer study paradigm for the enhancement of quality course programs offered in higher education institutions in THE Philippines to be able to meet the demands of changing educational, socio-economic, industrial and technological demands of the new century.

Many argue that tracer studies (surveys of graduates from institutions of higher education) are often seen as an important tool of institutional development especially when the world of work is changing rapidly. Therefore, higher education institutions can get a systematic feedback from their former students. To know the whereabouts of the graduates, their working conditions and their retrospective assessment of their course of study might stimulate the curricular debate and could also be very interesting for the current or later students.

Literature indicates that higher education policy can follow any of the three policy extremes (Kaijage, 1996). The first one relates to the education system with objectives that are independent of the employment system. The second policy is when higher education is wholly determined and shaped by the needs and demands of the employment system. The third extreme is where the education system is proactive such that it moulds and influences the employment system.

Given the above background, Brennan et al (1996) categorized the relationship between higher education and work into three aspects:

- The first one consists of aspects of higher education that are relevant to work notably studies that have considered types of institutions, fields of study and types of qualification, curricula, approaches to teaching, learning and assessment as well as on the job training among others.
- The second category looks at aspects of work relevant to higher education in terms of employment, career, work tasks and requirements, profession, and quality of work and task requirements.



- Thirdly, they considered the linkage between higher education and work. The linkage can either be explained in terms of the labor market, intermediary agencies and the transition process or in terms of the regulatory system as well as the process of life-long education and work.

Although this study falls largely under the second category, it also covered aspects of the first and third categories. The study explored the types of employment and other activities graduates in the Faculties of Agriculture and Veterinary Medicine and other courses have engaged in since completing university. This approach also encompassed further education and training that has been undertaken by graduates to improve their employment prospects. The study also explored the relevance of the training of graduates to employment demand.

According to the study conducted by Mayanja et al, (2001), employment opportunities dwindle and periods for searching for jobs are becoming longer whereas job seekers contact a number of employees prior to securing jobs. This particular study focused on AB and BS graduates. The critical issue in this study is whether or not training at first degree level ought to be professionalized or should just provide graduates with general education to prepare them for specific training and acquisition of vocational skill specific to the job market requirements. This study concluded that there was a mismatch between what the university was producing and what the economy needed. This study further concluded that the high level of human resource with technical and managerial competencies is detached from the majority of peasant farmers hence undermining their complementarities and mutual benefit.

According to Salim (2002), the general ToR for tracer studies, tracer studies can be used to track graduate performance and hence infer institutional performance. There is need to assess labor market signals to assist in development of strategic plans for higher education. However, it is a recognized fact that linking labor market surveys to higher education planning is rarely effective. It is vital to assess what kind of graduates are required in the near and midterm future as well. Usually tracer studies are interested in establishing:

1. Starting up salary and relationship to those in similar positions with more or less education
2. Waiting time prior to first employment
3. Appropriateness of first job to educational background



4. Employment sector (private / public)
5. Performance and job satisfaction expressed by graduates and employers
6. Level of responsibility on appointment and subsequently
7. Career prospects in terms of promotion and salary expectations by graduates and employers
8. Comments on relevance of education with suggestions for improvement by graduates and employers.
9. The study also sought to determine
10. The overall employment rate in terms of discipline and institutions
11. The influence of gender

OBJECTIVES

To answer the purpose of this study, the following objectives are set:

1. To determine the profile of the AB-English graduate as to:
 - a. Type of employment
 - b. Job hunting period
2. To find out the extent by which factors affect the employment of AB-English graduates of the Institute of Liberal Arts.
 - 2.1 Are there significant differences on the perceptions of the respondents on the extent by which factor affect the employment of AB-English graduates along moderator variables of civil status, gender and government examination passed.

PROCEDURE/METHODOLOGY

The descriptive survey method was used by the researchers with the questionnaire as the major tool for gathering data. Interview was also done which supplemented and validated the data gathered from the respondents.

DISCUSSION OF RESULTS

This study aimed to have a tracer study for the graduates of AB-English in the Institute of Liberal Arts from school year 2011-2013. The study is focused on the following specific problems:

1. To determine the profile of the AB-English graduate as to:
 - a. Type of employment
 - b. Job hunting period



2. To find out the extent by which factors affect the employment of AB-English graduates of the Institute of Liberal Arts.
3. Are there significant differences on the perceptions of the respondents on the extent by which factor affect the employment of AB-English graduates along moderator variables of civil status, gender and government examination passed.

Profile of Respondents

Table 1 presents the population of the study as to civil status.

Civil Status	Frequency	Percentage	Rank
Single	27	61.3%	1
Married	7	15.9%	3
Single Parent	10	22.7%	2
Total	44	100%	

The table shows the population of the graduates as to civil status. There are a total of 44 in all who responded on this study, the moderator variable civil status was divided into three. There are 27 singles, 7 married and 10 single parents.

Table 2 presents the population of the study as to gender

Gender	Frequency	Percentage	Rank
Male	10	19%	2
Female	44	81%	1
Total	54	100%	

The table shows the population of the graduates as to gender. The female has a total population of 44 and male is 10. We can see that there is more female student who pursued the AB-English Language course than males.

Table 3 presents the population of the study as to Professional Examination took by the graduates

Gov't Exam Pass	Frequency	Percentage	Rank
Civil Service	7	15.9%	2
LET	4	9%	3
Napolcom/ SAF	3	6.8%	4
None	30	68.18%	1
Total	44	100%	

The table shows the population of the graduates as to government examinations passed. There are 7 who took and passed the civil service exams both professional and sub-



professional, 4 for the licensure examinations for teachers, 3 for Napolcom/ SAF and the rest weren't able to have the chance to take government examinations.

Table 4 shows Profile of the AB-English Language Graduates students

Profile	Frequency	Percentage	Rank
Type of Employment			
1. Employed	25	56.8%	1
2. Self-employed	4	9%	3
3. Unemployed	15	34%	2
Total	44	100%	

The table shows the type of employment of 2011-2013 graduates of AB-English Language. There were 25 of them who are employed, who worked as casuals, contractual, clerks and teacher/ instructors in different public and private offices, schools and companies. There are 4 who are self-employed and they manages their own businesses like stores, networking business and farming. The 15 left were unemployed but some of them are having trainings like vocational courses and further studies like education units and masters.

According to the book entitled Great Jobs for Liberal Arts Major, an increasing number of graduates from teacher education programs will cause stiff competition for available jobs. Thus, the best prospects will be for those who develop strong research skills and stay current on issues related to their field, which means that one of the chief causes of job seeking competition is due to the huge number of graduates every year. (Great Jobs for Liberal Arts Major: Third Edition, Copyright 2008).

Table 5 shows the Job Hunting period

Job Hunting Period			
1. Below 1 year after graduation	21	47.7%	1
2. 1-2 years below after graduation	6	13.6%	2
3. 2-3 years below after graduation	2	4.5%	3
4. 3-4 years below after graduation	0	0%	4
Total	44	100%	

The table shows the job hunting period of 2011-2013 graduates of AB-English language. Many of the graduates were hired just after graduation or below 1 year. Some of them went further trainings and schooling for and others shifted to BSED (Bachelor of Secondary Education) and had their licensure examinations for teachers.

It is not that there are no chances of career advancement for how long or fast you are to be hired. You could still find job and improve on it anytime or anywhere. It is all about seeing



the opportunity and working on it. Always take look at your surroundings, having good job needs patience. Think of the things you can provide instead of looking for a job that will perfect your skills (<http://www.learn.geekinterview.com/carrer/employment/getting-work.html>).

Table 5 shows Factors Affecting the Employability of the AB-English Language graduates of the Institute of liberal Arts.

Factors	5 VMA	4 MA	3 MoA
Personal Factors			
Skills required by the job	32 (160)	11 (44)	1 (3)
Orientation & experience on the job	21 (105)	22 (88)	1 (3)
Personality	11 (55)	31 (124)	2 (6)
Interest on the job	12 (60)	30 (120)	2 (6)
Health	14 (70)	28 (112)	2 (6)
Location of the job	10 (50)	28 (112)	6 (12)
Environmental/Social Factors			
Political interference in the appointment of employees	10 (50)	33 (132)	1 (3)
Agency preferences	16 (80)	23 (92)	5 (15)
Management and/ Leadership styles	11 (55)	29 (116)	4 (12)
Organizational culture	8 (40)	32 (128)	4 (12)
Availability of job vacancies	10 (50)	30 (120)	4 (12)
Recommendation from politicians	8 (40)	23 (92)	12 (36)
Employment policies of the agency	14 (70)	26 (104)	4 (12)
Employee incentives/ benefits	16 (80)	23 (92)	5 (15)
TAWM		4.20	

The table shows that the obtained total average weighted mean was 4.20 which fall into the descriptive equivalence of "much affect". Indeed the employment of a person is affected by



factors that can be classified as personal or social. According to the Human Capital Theory (Becker, 1964), personal attributes coupled with social factors are human capitals that can affect the success of individuals in the labor market. Employers seek to employ the best available candidate at the lowest costs. They use personal as well as social attributes to as indicators of productivity hence job seekers are ranked according to their abilities, social skills and potential contributions to the agency or company (Sattinger, 2003).

Indicator 1 "skills required by the job" received the highest weighted mean on the factors affecting their employment; it reveals that they need to master their skills in their major field specially their communication skills, be well versed in making business letters which are commonly used in transactions) and to be proficient in English. Mr. Macagne which was interviewed said "this study indicates that the graduates find jobs faster and are more likely hired if they have good performances and well versed of their field. In addition, study shows graduates with this course can land in much different kind of jobs as long as the graduates are skilled."

Indicator 2 "orientation and experience on the job" came next and obtained an average weighted mean of 4.45 described as 'very much affect', this means that many of the graduates lack job experiences that's why they don't get easily hired. According to Benny Bula-ay which we interviewed; many of the fresh graduates easily get hired and they prioritize them even if they don't have professional experiences but because they are good in operating computers which are commonly used every in the workplace. They are also oriented and acquainted of new studies, many offices ask for professional experiences because the work they offer is for permanent job thus the best solution for that is to have some experience and continue to learn in your surroundings, work and self.

Indicator 5 " health" came third and obtained an average weighted mean of 4.27 with a descriptive equivalence of "very much affect."

According to Christian Adam Martinez, health will definitely affect your performance at work. If you are healthy, you can smile, you can work flexibly and you will never feel the stressed that was caused by your work but if you are physically sick you can't concentrate and sometimes can't even work.

Indicator 12 " Recommendations from politicians" obtained the lowest mean of 3.88 with a descriptive equivalence of "much affect."



Some graduates of AB-English Language worked on public offices but they weren't recommended by any politicians or public servant who has high position in the province. Mrs. Igadna stated that, "if your academic performance is good you don't need any recommendations from the politicians. This is not the main reason of unemployment." The reasons why graduates can't find jobs easily is that they are hesitant to apply because of their poor grades.

The Variable as to Civil Status. Table 6 presents the perceptions of the respondents on the extent by which factor affecting the employability of the AB-English as to Civil Status.

Table 6 presents the Extent by which factor affecting the employability of the AB-English as to Civil Status.

Civil Status	Mean	Rank
Single	4.29	1
Married	4.28	2
Single Parent	4.02	3
TAWM	4.20	

The table shows that single respondents obtained highest average weighted mean of 4.29 described as 'very much affect.' This table represents that singles comes first; almost half of the population of the graduates are not married. They are the ones who are mostly employed and working away from their hometowns and even overseas. They are much flexible than the others when it comes to application for a job because there will be no hindrances.

Married obtained an average weighted mean of 4.28 described as 'very much affect' most of the married respondents worked as self-employed or manage their own businesses for living and some are unemployed. They prefer to stay with their families and just takes care their love ones.

Single parent obtained an average weighted mean of 4.02 described as 'much affect' the single parent respondents are sort of employed, self-employed and unemployed, but most of them were employed in public and private offices/companies and self-employed where in they have their own businesses. The others who are unemployed were having their trainings and further education to have the chance to take and passed the Licensure examinations for teachers and other government examinations.



Table 7 shows the summary of ANOVA on the extent by which factor affecting the employment of the AB-English as to Civil Status

Civil Status	Sum of Squares	Degree of Freedom	Mean Square	F
Between Groups	0.069	2	0.034	0.056
Within Groups	2.784	41	0.068	
Total	2.853	43		

F:.05= .61

Decision=Not Significant/ Ho Accepted

The table revealed that the computed F-ratio is 0.056 which is lower than of the tabular F-ratio of 0.61 at the 0.05 level of significance. This shows that there are no significant differences on the perception of the respondents on the extent by which factor affecting the employability of the AB-English as to Civil Status. Therefore, the null hypothesis stating that there are significant differences on the perceptions of the respondents on the extent by which factor affecting the employability of the AB-English as to Civil Status is accepted.

The Variable as to Gender. Table 8 presents the perceptions of the respondents on the extent by which factor affecting the employment of the AB-English as to Gender.

Table 8 presents the Extent by which factor affecting the employability of the AB-English as to Gender.

Gender	Mean	Rank
Male	4.10	2
Female	4.30	1
TAWM	4.20	

It was reflected in the table that among the gender, female obtained the higher weighted mean of 4.30 or "Very much affect." The total population of the graduates is most female, they are much fit to work and easily hired on a job than the males. They can be secretaries, guide, translator, tutor and etc. According to findings of Guzman (2010) Female are the ones who are most flexible and confident. The reasons why is; New scientific research has found subtle differences between the brains of male and female. The studies, which include both physical imaging and psychological research, are leading to greater understanding of the differences between the sexes. It's not completely clear how the structural differences in male and female, however they always mean the same but it's their own will who defines them and judges them at all times.

[http://www.thirdage.com/love-romance/the-male-vs-the-female-](http://www.thirdage.com/love-romance/the-male-vs-the-female-brain)

[brainhttp://www.ehow.com/about_5623553_male-versus-female-teachers.html](http://www.ehow.com/about_5623553_male-versus-female-teachers.html)



Table 9 presents the summary of ANOVA on the extent by which factor affecting the employability of the AB-English as to Gender

Gender	Sum of Squares	Degree of Freedom	Mean Square	F
Between Groups	0.468	1	.468	8.251
Within Groups	2.385	42	.057	
Total	2.853	43		
F: 8.25= .006				

F:.05= .006

Decision=Significant/Ho Rejected

As shown in the table, the obtained F-ratio is 8.251 which are higher than the tabular F-ratio of 0.006 at the 0.05 level of significance. This implies that there are significant differences on the presents the perceptions of the respondents on the extent by which factor affecting the employability of the AB-English as to Gender.

The null hypothesis stating that there are no significant differences on the perceptions of the respondents on the extent by which factor affecting the employability of the AB-English as to gender is rejected.

Variable as to professional examination passed. Table 10 presents the perceptions of the respondents on the extent by which factor affecting the employability of the AB-English as to Government examination pass.

Table 10 presents the Extent by which factor affecting the employability of the AB-English as to Government examination passed

Professional Exam Pass	Mean	Rank
Civil Service	4.36	1
LET	4.0	3
Napolcom/ SAF	4.0	3
None	4.5	2
TAWM	4.20	

The table shows that civil service obtained an average weighted mean of 4.36 which has a descriptive equivalence of "very much affect", we can see that it has the highest mean among the others. There are graduates who took and passed the civil service exams. The course AB-English Language has no board exams, in order to have an eligibility they need to take the civil service exams where it is divided in two categories the professional and sub-professional. According to CSC (civil service commission) their responsibility is to recruit, build, maintenance of competent, professional and highly motivated government workforce truly responsive to the needs of the governments client-the public. Now we can see that



there are great functions of the civil service eligibility to all, most especially the graduates. The function of it is to lead and initiate the professionalization of the people, promoting public accountability in government services and will help you to be more confident in applying to a job. <http://excell.csc.gov.ph/cscweb/about.html>.

The government examination LET and Napolcom obtained lowest average weighted mean "4" which has a descriptive equivalence of "much affect." There are graduates who had their earning units and shifted to BSED (Bachelor in Secondary education); four of them took the LET (Licensure examinations for teachers) and successfully passed the examinations. There are also three of them took and passed the Napolcom entrance examinations.

Table 11 shows the summary of ANOVA on the extent by which factor affecting the employability of the AB-English as to government examination pass.

Government Exam Passed	Sum of Squares	Degree of Freedom	Mean Square	F
Between Groups	0.518	3	0.137	2.955
Within Groups	2.335	40	0.058	
Total	2.853	43		

F:0.05= 0.044 Decision=Significant/ Ho Rejected

It can be noted from the table that the computed F-ratio is 2.955 which is higher than of the tabulated F-ratio of 0.044 at the 0.05 level of significance. This means that there are significant differences of the respondents on the extent by which factor affecting the employability of the AB-English as to government examination passed.

The null hypothesis stating that there are no significant differences on the perceptions of the respondents on the extent by which factor affecting the employability of the AB-English as to government examination pass is accepted.

CONCLUSIONS

Based from the foregoing findings, the following were drawn:

1. Majority of the graduates are employed: more than half of the employed respondents are working as casuals, contractual and teacher/instructor who are working on private and public offices.
2. The factors 'much affect" the employment of the AB-English Language 2011-2013 graduates of the Institute of Liberal Arts.

RECOMMENDATIONS

Based on the findings and conclusions drawn, the following recommendations are offered:



1. Students should be motivated by the teachers well to speak in English language for them to develop their communication skills.
2. Students should do their best in their four macro skill: speaking, listening, writing and reading to master their major field.
3. They should enroll review classes for them to pass Government examinations and other exams.
4. There should've at least a working experience when applying to a job.
5. Attend seminars and workshops that is line with your major field.

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