

Career Mobility of the College of Arts and Communication Graduates with Latin Honors from 1998 to 2016

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Abstract: *This study generally aimed at describing the career mobility of the CAC graduates with Latin honors from 1998-2016. A descriptive-method was employed in this study. Of the 129 honor graduates in CAC, 122 were reached by the researchers. Findings of the study revealed that majority are male, single, currently residing in the Philippines. A greater number passed government licensure examinations and have pursued graduate studies. As regards employment, majority are working in government agencies and are permanent. However, of the 122 respondents, only 112 are employed, of whom, a huge number are teachers. Majority of them just waited for less than a year prior to employment. A greater number of the CAC honor graduates considered their being liberally-educated and open-minded, which they attributed to the CAC, as their topmost advantage while employed. They, too, are competent in oral and in written communication and creative, hardworking, and persevering. All of these manifest the CAC 's goals and objectives in promoting the mental and physical well-being of the learners through the liberal disciplines, in fostering awareness of the ethical and social significance of, as well as the responsibility in the use of interpersonal communication and mass media, in gn9ng the learners a strong sense of fulfillment and concern for the development of their community and country. and ultimately, in developing the students into well-rounded persons who are responsible, proficient in oral and written communication and efficient contributors to the development of the country and the world.*

Keywords: career mobility, Latin honors

1. Introduction

Education plays an important role in one's life. It is the pathway towards success. It is an instrument for brilliant career opportunities. Nowadays, every company or employer is looking for well-trained and educated professionals who can share their knowledge and expertise on a certain field. Without education, no one will be called as professional because professionalism encompasses all educational skills that one may acquire and learn from studying

The College of Arts and Communication, University of Eastern Philippines promotes the mental and physical well-being of the learners through the liberal disciplines, fosters awareness of the ethical and social significance of, as well as responsibility in the use of interpersonal communication and mass media, gives the learners a strong sense of fulfillment and concern for the development of their community and country, and ultimately, develops students into well-rounded persons who are responsible, proficient in oral and written communication and efficient contributors to the development of the country and the world. It is through this that the course offerings of the CAC continue to train its students to study independently with truly competent professors. Results of the current study showed that from 1998-2016, the CAC has produced 129 graduates with Latin Honors, two (2) Summa Cum Laude, 12 Magna Cum Laude, and 115 Cum Laude.

With this, the researchers decided to conduct a study on the career path of every CACinian graduate with Latin honor to know if it has relevance to the education and training of the CAC course offerings. It is important for the CAC to know the career mobility of its graduates with Latin honors and determine if their training grounds have been useful in their current jobs. They are genuine credits to the

organization because they are the institution's most loyal supporters.

Maintaining a communication channel with the CAC graduates with Latin honors means being updated with their achievements and make them part of the institution's future, not just of its past.

2. Objectives

This research described the career mobility of the College of Arts and Communication graduates with Latin honors from 1998 to 2016.

More specifically, it aimed to :

- 1) Determine the demographic, academic, and licensure, profile of the respondents, in terms of:
 - 1.1 sex,
 - 1.2 civil status,
 - 1.3 current residence,
 - 1.4 batch year,
 - 1.5 Latin honor received,
 - 1.6 graduate studies, and
 - 1.7 Government examination taken and passed,
- 2) Identify the employment of the respondents, in terms of:
 - 2.1 current employment,
 - 2.2 status of employment, and
 - 2.3 nature/title of work,
- 3) Find out how long did it take the respondents to get employed after graduating from CAC, and
- 4) Ascertain the advantages of being CAC graduates in their work

3. Review of Literature

Throughout history, societies have sought to educate their people to produce goods and services, to respond effectively and relatively to the world, and to satisfy curiosity and aesthetic impulses. To achieve any of these objectives, people need to acquire reliable knowledge to think systematically (Grolier Encyclopedia, 1988).

Education is an essentially conservative enterprise. If people will not believe that one generation has something important to transmit to the next, they wouldn't need education. In a shakeup, the current elites have the most to lose. So much of the present day value of a college degree is based on centuries of accumulated reputation. Real reform will mean a system that is judge and judges its graduates on quality of results, not on names alone (Kamenetz, 2010).

The training of human mind is one of the most important values of education. Education opens our minds to the outside world. It allows us to gain knowledge of other cultures and to learn more about our own culture. Education helps to solve many of the world's problems. It is a fact that countries with higher literacy rates generally have higher standards of living. Thus, education is necessary to increase economic, political and social development of any country (Cerbito, 2014).

Career mobility refers to changes in social rank of an individual especially on his/her working life. This can be shown when a person moves from one position of lower rank to higher rank. Generally, it is affected by factors like amount of education and the quality of schools where the professional graduated. In the Philippines, the study of career mobility had not been given due to importance especially in sociology. Popular beliefs, however may tell that the amount of education, social clan origin and the quality of schools are some important factors in upward change in the career of the graduates (Broom, et al, 1994).

Some job churning is due to limited knowledge of job requirements and realistic. For more experience workers the jobs hops may reflect and attempt to stop up a career ladder. Blyth said that a person may have one or two terms jobs, but when that employment pattern is extensive, it can have a negative influence on employer's decision to hire because it is costly to hire and train new workers. Some employers believe that workers must remain with a company for at least four years to enable the company to promote them (Cerbito, 2014).

According to Richard R Bootzin, et al, people differ in their traits, aptitudes and abilities and their differences may affect how well an individual will perform on a job. Employers use a variety of test to identify such individual differences. Most employers believe that a person's intelligence is a good predictor of his/her job performance. Work motivation affects how long people stay with a company, how dependably they perform their duties and how innovates in their job because so many aspects of behavior are affected by motivation, no single theory has been able to explain them all (Bootzin, et al).

4. Methodology

This research-study employed the descriptive method and utilized a survey questionnaire.

All with Latin honor graduates of the CAC were targeted as respondents. However, one hundred percent retrieval was not realized.

5. Results and Discussion

Demographic Profile of CAC Graduates with Latin Honors

Table 1.1: Sex Distribution of Respondents

Age Range	Frequency	Percentage
Male	43	35.25
Female	79	64.75
Total	122	100

The table shows the sex distribution of respondents. The data revealed that there were 43 or 35.25 male graduates with Latin honors in the College of Arts Communication from 1997 to 2016. On the other hand, the 79 or 64.75% others were females.

The presented data would mean female tend to be more studious and perform well in the class than the male.

Table 1.2: Civil Status Distribution of Respondents

Civil Status	Frequency	Percentage
Single	102	83.61
Married	19	15.57
Widowed	1	0.82
Total	122	100

Table 1.2 shows the civil status distribution of respondents. The data revealed that of the 122 CAC graduates with Latin honors, majority, 102 or 83.61% were single, 19 or 15.79% were married, and only one (1) or zero point eighty two (0.82) percent was widowed. It can be inferred from the data that since majority of the respondents are recent graduates, they remain career-oriented as they have not yet to reach the marrying age.

Table 1.3: Current Residence

Current Residence	Frequency	Percentage
Philippines	114	93.44
Abroad	8	6.56
Total	122	100

Table 1.3 shows the current residence of the CAC graduates with Latin honors, of which, with a frequency of 114 or 93.44%, majority of the graduates worked in the country. It can be deduced from the data that the College of Arts and Communication has been that effective in molding the minds of its students and build in them a strong sense of fulfillment and concern for the development of their community and the Philippines.

Table 1.4: Batch Year

Batch Year	Frequency	Percentage
1998	1	0.82
1999	2	1.64
2004	4	3.28
2006	5	4.1
2007	5	4.1
2008	4	3.28
2009	4	3.28
2010	11	9.02
2011	9	7.38
2012	14	11.47
2013	14	11.47
2014	23	18.85
2015	17	13.93
2016	9	7.38
Total	122	100

Table 1.4 shows the batch year of the CAC graduates with Latin honors. Based on the data given by the Office of the Registrar, the CAC has produced a total of 129 graduates with Latin honors. However, seven (7) of these graduates were not reached by the researchers, hence only 122 turned out as respondents of this study.

It can be gleaned from the table that with a range of one (1) to four (4), few graduated with Latin honors from 1998-1999 and 2004-2009. The CAC produced no honor graduates from 2000-2003. A bigger number of honorees graduated from 2010-2016.

It can be inferred from the data that the increase of honor graduates from 2010 can be attributed to the increase of enrollees in the curricular offerings of the CAC and with the offering of the AB Public Administration and BS Criminology, as addendum courses to the CAC.

Academic Profile of CAC Graduates with Latin Honors

Table 1.5: Latin Honor Received

Latin Honor Received	Frequency	Percentage
Cum Laude	108	88.52
Magna Cum Laude	12	9.84
Summa Cum Laude	2	1.64
Total	122	100

Table 1.5 shows the honor received by the CAC graduates from 1998 to 2016. With a frequency, of 108 or 88.52%, majority of the CAC graduates with Latin honors were Cum Laude. Twelve or nine point eighty four (9.84) percent graduated as Magna Cum Laude; and two (2) or one point sixty four (1.64) % were Summa Cum Laude graduates.

The number of graduates with Latin honors from the CAC can be attributed to the graduates training ground which encouraged them to study independently through they are guided and monitored by competent professors. The AB in Literature and Language Teaching (LLT) program for example, being the course with a bigger number of CAC graduates with honors, had been exposed to a series of screenings conducted to them such as qualifying examination for second year students and screenings of grades every end of the semester. This excellent performance of AB LLT students had contributed to the

unfolding of the CAC as CHED's Center of Development in Literature.

Table 1.6: Graduate Studies

Graduate Studies	Frequency	Percentage
Master's	44	1
Law	16	2
Doctoral	6	3
Short Course	2	4
Post-Doctoral	1	5

*multiple responses

Table 1.6 shows the data on the distribution of the respondents according to the graduate studies they pursued. With a frequency of 44, master's studies ranked first; law, with a frequency of 16 was ranked second; doctoral, with a frequency of six (6), ranked third; short course with two (2) respondents, ranked fourth; and with one (1) frequency, post-doctoral was ranked fifth.

It can be delved in the data that more than half of the CAC graduates with Latin honors took up their respective graduate studies courses. It can be deduced further that, it has been taken into the hearts of the CAC graduates the social significance of pursuing graduate studies.

Licensure Profile of CAC Graduates with Latin Honors

Table 1.7: Government Examination Taken

Government Exam Taken	Frequency	Rank
Licensure Exam for Teachers	51	1
Licensure Exam for Criminologists	30	2
Civil Service	14	3
BAR	7	4

*multiple responses

Table 1.7 shows the government examinations taken by the CAC graduates with Latin honors. Based on the table, a bigger number (51) of the respondents successfully hurdled the Licensure Examinations for Teachers (LET). Second in rank is the Licensure Examination for Criminologists, with 30 passers. With a frequency of 14, Civil Service passers ranked third. And, seven (7) passed the BAR exams. In total, of the 122 CAC graduates with Latin honors, 102 passed the government licensure examinations.

It can be deduced from the data that a bigger number are LET passers since a greater number of graduates with Latin honors are from the LLT, a teaching inspired/oriented course. Another factor is the transition of the K-12, the Department of Education public and private secondary schools opened its doors to non-Education graduates. Thus, some CAC honor graduates earned their Education units and landed in taking the LET. Finally, some of the graduates are passers of more than one licensure examinations.

Employment of CAC Graduates with Latin Honors

Table 2.1: Current Employment

Current Employment	Frequency	Rank
Government Agency	82	1
Private Agency	30	2

Table 2.1 shows the current employment of the CAC graduates with Latin honors. Data show that of the 122 respondents, 112 are employed, of whom, majority, with 82 frequency worked in government agencies, while 30 worked in various private agencies.

The data connote that the Latin honors achieved by the CAC graduates are of no waste since they have maximized its worth by having themselves employed in different industries, public or private.

Table 2.2: Status of Employment

Status Employment	Frequency	Rank
Permanent	76	1
Temporary	23	2
Part-time	8	3
Contractual	5	4

Table 2.2 shows the data on the status of employment of the CAC graduates with Latin honors. It can be gleaned from the data that of the 112 employed respondents, majority, with 76 frequency were permanent, a minority, 23, were temporary, eight (8) part-time, and five (5) contractual.

The data indicate the continued excellence exhibited by the respondents since they have been offered the permanent status in the work places they are in.

Table 2.3: Title/Nature of Work

Title /Nature of Work	Frequency	Rank
Police Officer	25	1
Senior High School Teacher	22	2
College Professor	14	3
Junior High School Teacher	10	4
Call Center Agent	7	5.5
Lawyer	7	5.5
Community Organizer	5	7.5
Office Clerk	5	7.5
Office Head/Supervisor	4	9
Overseas Filipino Worker	3	10.5
TV Writer	3	10.5
Bookkeeper	2	12
ALS Teacher	1	17.5
Elementary Teacher	1	17.5
Government/Elected Official	1	17.5
Insurance Associate	1	17.5
Legal Assistant	1	17.5
Public Administrator	1	17.5
Publisher	1	17.5
Radio Broadcaster	1	17.5
Researcher	1	17.5
Social Worker	1	17.5

*multiple responses

Table 2.3 shows the distribution of the CAC graduates with Latin honors according to their title/nature of work.

As shown in the table, a bigger number of the honor graduates were teachers; 22 are in senior high school, 14 in the tertiary, 10 in junior high school, and one in the elementary and in the Alternative Learning System (ALS). A total of 25 were police officers, seven (7) were lawyers and call center agents, five (5) community organizers and office clerks; four (4) office heads/supervisors; three (3) TV writers and Overseas Filipino Workers (OFW), and one (1)

government/elected official, insurance associate, legal assistant, public administrator, publisher, radio broadcaster, researcher, and social worker.

It can be deduced from the data that the CAC indeed is a multi-disciplinary academic units that promotes the mental and physical well-being of the learners through the liberal disciplines, thus, its honoured graduates are diversely working in various titles/natures of work. The greater number of teachers and police officers that the CAC have produced are evidence of the excellent flagship programs like the LLT, Criminology, and the social sciences.

Length of Waiting for Employment after Graduation

Table 3: Length of Waiting for Employment after Graduation

Period	Frequency	Rank
0 - 6 months	49	1
6 months- 1 year	30	2
1- 2 ears	27	3
2 years or more	6	4

Table 3 shows the data on the CAC graduates with Latin honors' length of waiting during their first job employment after graduation. As revealed on the table, majority, with a frequency of 79 got employed after less than a year of waiting. On the other hand, only six (6) have waited for two (2) years or more before employment.

The data suggest that the years of stay that honor graduates have spent in the CAC have early on prepared them for employment. Graduating with flying colors can also be a factor for immediate employment. Employers seek for employees who are simply the best.

Advantages of being a CAC graduate in the Current Job

Table 4: Advantages of being CAC Graduates in the Workplace

Advantages	Frequency	Rank
Liberal-ly-educated/ open mindedness	76	1
Creative, hardworking, and persevering	70	2
Perceived to be proficient in the second language (competence in oral and written communication)	67	3
Strong foundation in social science	63	4.5
Critical thinker	63	4.5
Creating positive results towards work and life	52	6
Competence in all aspects of work	51	7
Ability to manage a diverse environments and/or cross cultural awareness	47	8
Time management skills and time flexibility	43	9
Increased content-knowledge in problem-solving abilities and improved leadership skills	40	10
Decent exposure to various technological innovations and advancements	27	11
Global mind set	22	12

Table 4 landscapes the advantages of being CAC graduates, more specifically on their first job/employment. Adherence on the data, with a frequency of 76, ranked first, the honor graduates considered liberal-ly-educated and open-mindedness as the topmost advantage. This data clearly

indicates the strong promotion of the CAC on the aspects related to both mental and physical well-being of the learners through liberal disciplines. Ranked third, with 67 frequency, the honor graduates are competent in oral and in written communication. This is another indicator that the CAC has long been an effective mold of its learners in planting in them their fullest responsibility in the use of interpersonal communication. Their being creative, hardworking, and persevering manifest the CAC's attempt of giving the learners a strong sense of fulfillment and concern for the development of their community and country and develop in them their well-roundedness as responsible individuals. Lastly, their global mind set speaks for the CAC's main thrusts of developing in them the value of becoming efficient contributors to the development of not just their community but the world as a whole.

6. Conclusions

The Latin honors achieved and received by the CAC graduates from 1998 to 2016 had strongly contributed to the honorees' immediate employment. Less than a year of waiting for employment after graduation manifests the continued excellence exhibited by the CAC graduates with Latin honors. It has been supported by their being liberally-educated and openminded, creative, hardworking, and persevering, and competent in oral and written communication (perceived to be proficient in the second language) as the advantages they have attributed to the CAC while employed in their respective work places.

7. Recommendations

Based on the findings and conclusions, the hereunder statements are forwarded as recommendations of the study.

- 1) Other academic units should take the lead in tracing the whereabouts of their honor graduates, more especially those with flying colors.
- 2) Maintain a well-sound relationship with the graduates and their employers.
- 3) The College of Arts and Communication shall device ways on how to best persuade if not influence its graduates for further postgraduate studies.
- 4) Research findings can be utilized as a document in Area IV — Students Support of AACCUP Accreditation.
- 5) A follow-up study as regards the impact of the CAC graduates with Latin honors in the society should be conducted to know the role being played by the graduates in the society.

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