**AWARENESS AND UTILIZATION OF INFOTRAC AND BRITANNICA ACADEMIC ONLINE AMONG STUDENTS OF ST. THERESE – MTC COLLEGES**

Nida T. Gomez

Mary B. Salugta

Anna Liza M. Calugas

Jonahbelle O. Gelangre

Annie F. Calion

Vivian H. Capanas

**Abstract**

This descriptive survey study assessed on the awareness and utilization of Infotrac and Britannica Academic Online among Students of St. Therese – MTC Colleges. Findings include the following: (1) The students were highly aware of the Infotrac and Britannica Academic Online when grouped as a whole. When grouped according to gender, both female and male students were highly aware of the Infotrac and Britannica Academic Online in the library. As to site, students from the three sites were highly aware where in La Fiesta got the highest mean score, followed by Magdalo then Tigbauan. When they were grouped according to year level, majority of the students in all levels from fourth year to first year were highly aware of the Infotrac and Britannica Academic. As to degree program, students taking up HRS, CLS, and were extremely aware while the rest of the programs were highly aware. (2) The students often utilized the Infotrac and Britannica Academic Online when taken as a whole. When they were grouped according to gender, it was found out that the female students always utilized the Infotrac and Britannica Academic Online compare to the male students who often utilized them. As to site, students from La Fiesta always utilized them, whereas students from Magdalo and Tigbauan sites often utilized the Infotrac and Britannica Academic Online. When grouped according to year level, the third year students were found out that they always utilized the Infotrac and Britannica Academic Online while the second year, first year and fourth students often utilized. Moreover, when they were grouped according to degree program, students taking up HRS, HCS, ASBS, BSMar-E and BSHM always utilized the Infotrac and Britannica Academic Online. BS Criminology students got the lowest mean of utilization. (3) Students’ differences on the awareness of Infotrac and Britannica Academic online do not differ when grouped according to year level, so the null hypothesis is not rejected. (4) When the respondents were grouped according to site, (5) students’ awareness of the Infotrac differ significantly, therefore the null hypothesis is rejected. On the other hand, students’ awareness of Britannica Academic online do not differ significantly when grouped by site, so the null hypothesis is not rejected. (6) t-test for independent sample result shows that in terms of Infotrac awareness, the t-value showed that there is a significant differences in the students’ awareness when grouped by gender, so the null hypothesis is rejected. In terms of Britannica Academic Online, there is a significant difference in the awareness of students when grouped according to gender, therefore the null hypothesis is rejected. (7) When the respondents were grouped by gender, students’ utilization of Infotrac and Britannica Academic Online differ significantly, therefore the null hypothesis is rejected. (8) Students’ relationship between awareness and utilization of Infotrac and Britannica Academic online using Pearson r correlation revealed that there is a significant correlation between them. The relationship was found to be positively very high. This result implied that when the awareness in Infotrac and Britannica Academic online increases then their utilization also increases or vice-versa.

The following are the conclusions: Recommendations were the following: (1) The librarians from the different academic sites should exert more effort to encourage students to always utilized the Infotrac and Britannica Academic Online. The Library Orientation is the best venue to do this. The librarians should conduct a per section orientation/formal instruction to fully introduce the Infotrac and Britannica Academic Online. It is also a way to promote the use of online resources available in our library for their studies especially in their research. (2) Faculty members are encourage to give advanced research studies and library research works to students especially the BS Criminology students to increase their utilization of the Infotrac and Britannica Academic Online. (3) The administration should consider to increase the library fee or additional library budget that will help augment the library expenses in providing more beneficial services for the improvement of the learning environment of the millennial learners.

*Keywords: Qualities, Attitudes, Accounting Personnel*

**INTRODUCTION**

**Background of the Study**

Libraries are considered hallowed temples of learning, protected from the ephemeral nature of the digital age. But as the technology advances into every aspect of modern life, libraries are experiencing a shift from being housed strictly in physical spaces and are moving onto the web. This transition is creating an identity crisis for libraries. It also means incredible possibilities for learning outcomes across the globe with digital archives connecting students, teachers, and researchers-enhancing in sharing information. This is the situation faced by libraries nowadays, however, with the presence of Infotrac and Britannica Academic Online, they can somehow combat these changes.

The use of Infotrac and Britannica Academic online in libraries plays an important role in the lives of researchers for it facilitates their search for information. This is to say that Infotrac Custom Journals is beneficial to library customers due to the following: multi-disciplinary, convenient, accessible, updated, “Techie”- adapts to 21st century learning style, user-friendly, easy to navigate, personalized, Google and Microsoft integrated , printable and downloadable.

Infotrac provides what the 21st-century researchers expect as to instant access to complete, up-to-date content. This can put the world’s leading journals and reference sources at your users’ fingertips, with easy-to-use features and unique searching tools enabling discovery. It provides a variety of resources to be shared easily and can be used efficiently in interface.

Britannica’s professional development team understands the challenges and opportunities associated with the student research at the collegiate level. They share their knowledge and practical recommendations to support librarians in guiding students and faculty in accessing all the Britannica Academic Online has to offer. The essentials for conducting thorough research are all in one site. Britannica Academic online delivers fast and easy access to trusted information with balanced global perspectives and insights that users will not find anywhere else. (citation?)

This database provides information about important events, achievements, recognizable persons, world news and use the internet as the main vehicle for people to get information. The tradition of building stuffed with books is less relevant to our modern lives. As a result, libraries are transforming themselves into technological spaces. When looking at the technology use in libraries, patrons are increasingly thinking of libraries as community spaces that allow access to technology as a source of digital literacy for various demographics.

Expanded access through information sharing is likewise done in libraries. Digital libraries provide robust interaction between information and users – democratizing the global dissemination of information. The modern importance of public information is providing access to everyone and equipped with on-line connections to a worldwide network of libraries. With these, library users have chances to harness the new opportunities of the digital age in order to create equal opportunities through better access of information. This is a powerful goal of information sharing which has the power to bolster educational equality across the world. (citation)

On the other hand, the number of e-book users is growing, but not to the extent to replaced print books. While the percentage of adults who are reading e-books is increasing, simultaneously, print book reading is also used to spend time and access to information. This trend is also present in other libraries. Printed books still dominate reading, despite the growth of e-books. The number of e-book users increased, but not to the extent that electronic books have replaced the printed version. The popularity of e-books is rising, but print books remain the foundation of many people’s reading habits. This trend is expected to change as-reader ownership expands, but the love affair with an actual book isn’t expected to vanish completely.

Technological expansion and the changing way of individual’s gaining access to information deeply impacted the structure of libraries, physically as well as conceptually. Despite of the modernization of libraries and their adaption to the digital age, these public spaces still hold a critical role within the community. Libraries are doing well in changing with the needs of local communities, continuing to be the beacons of information sharing, learning, and entertainment even in the amidst tight of fiscal times.

With this, St. Therese - MTC Colleges strives harder to improve its library resources and services by acquiring databases such as Infotrac and Britannica Academic Online. Since, these library resources were acquired in the recent months, the library assessed the students’ awareness and utilization of both the Infotrac and Britannica Academic Online for this Academic Year 2019-2020.

**Statement of the Problem**

This study assessed the awareness and utilization of Infotrac and Britannica Academic Online of the students of St. Therese - MTC Colleges.

Specifically, this study sought answers to the following questions:

1. What is the students’ level of awareness of the Infotrac and Britannica Academic Online when taken as a whole and classified according to degree program, gender, campus/site and year level?
2. To what extent the students are using the Infotrac and Britannica Academic Online when taken as a whole and classified according to degree program, gender, campus/site and year level?
3. Are there significant differences in the students’ awareness of both Infotrac and Britannica Academic Online when they are taken as a whole and classified according to degree program, gender, campus/site and year level?
4. Are there significant differences in the students’ utilization of both the Infotrac and Britannica Academic Online?
5. Is there a significant relationship between students’ awareness and utilization of both the Infotrac and Britannica Academic Online?

**Null Hypotheses**

1. There are no significant differences in the students’ awareness of both Infotrac and Britannica Academic Online when they are taken as a whole and classified according to degree program, gender, campus/site and year level.
2. There are no significant differences in the students’ utilization of both the Infotrac and Britannica Academic Online.
3. There is no significant relationship between students’ awareness and utilization of both the Infotrac and Britannica Academic Online.

**Definition of Terms**

The following are the operational definition of the terms used in the study:

**Awareness.** Having knowledge of something (Merriam- Webster’s Collegiate Dictionary, 2009).

In this study, awareness refers to the student’s knowledge and understanding about the Infotrac and Britannica Academic Online available in the library. This can be categorized as: 5- Extremely Aware, 4- Highly Aware, 3- Aware, 2- Moderately Aware and 1- Not aware.

**Britannica Academic Online.** Delivers fast and easy access to high quality, comprehensive information. It provides a balanced, global perspectives and insights, each article contains an article in history with author information and listed changes **(**britannicalearn.com, 2019).

In this study, Britannica Academic Online refers to the online database acquired by the St. Therese – MTC Colleges Library to provide the students the opportunity to access to information when conducting their own research, they can cite the articles, helping them to deliver essays and theses that are academically rigorous and credible.

# Infotrac. Is a family of [full-text databases](https://en.wikipedia.org/wiki/Full-text_database) of content from academic journals and general magazines, of which the majority are targeted to the [English](https://en.wikipedia.org/wiki/English_language)-speaking North American market (www.gale.com, 2019).

In this study, the term refers to an online database that is multi-disciplinary, convenient to use, known to its accessibility and with updated information, adopts to the 21st century learning style, user-friendly, easy to navigate, can perform personalized outputs and with printable and downloadable information.

**St. Therese – MTC Colleges.** Refers to the location where the study will be conducted.

**Utilization.** The act of using something in an effective way (Cambridge Dictionary, 2019).

In this study, this refers to how the students use the InfoTrac and Britannica Academic Online at St. Therese-MTC Colleges, according to classification as; 5- Always utilized, 4-Often Utilized, 3- Sometimes Utilized, 2- Rarely Utilized and 1- Never Utilized.

**Significance of the Study**

The result of this study will be most beneficial to the following:

**Library Personnel.** The results of the study will help determine strategies to improve full awareness and utilization of the Infotrac and Britannica Academic Online by the students and faculty.

**Students.** The result of the study will be beneficial to the students who availed of these services for it facilitates their research and information needs through InfoTrac and Britannica Academic Online.

**Administration.** The result of this study will be of great help to the school administrators to exercise their role in approving authority of the plans submitted to them. The findings of this study will likewise make the school administrators aware of the strengths and weaknesses of the library services offered by the department.

**Teachers.** The result of this study will give themawareness and encouragement to include Infotrac and Britannica Academic Online in the references of the students in their research works. They should also include in their teaching strategies usage of these online resources to implement full utilization.

**Students.** The result of the study will be beneficial to the students who availed of these services for it facilitates their research and information needs through the use of Infotrac and Britannica Academic Online.

**Future Researchers.** In this study, future researchers will gain valuable insights from the findings of the study. It can be used as a baseline data to replicate this study from different location.

**Scope and Limitation**

This study is focused on the awareness and utilization of Infotrac and Britannica Academic Online of the students of St. Therese- MTC Colleges.

Students enrolled for the first semester AY 2019-2020 of St. Therese MTC Colleges will be the respondents of this study. Researchers - made questionnaire will be given to those students who are currently enrolled in this institution to know their awareness and utilization of both Infotrac and Britannica Academic Online as data gathering tool. The variables of the study include the degree program, gender, site and year level.

**REVIEW OF RELATED LITERATURE**

**Conceptual Literature**

The digitization of information in print media has brought a new concept altogether in all fields of human life that has marked the beginning of “information era”. An electronic resource is defined as a resource which requires computer access or any electronic product that delivers collection of data, be it referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed. These may be delivered in CD ROM, tape, via Internet and so on. These are more useful due to inherent capabilities for manipulation and searching in providing information access which is cheaper in acquiring information resources, savings in storage and maintenance etc. that sometimes the electronic form is the only alternative. The development in scientific publishing and the pricing policies of publishers posed new challenges and opportunities for academic libraries in purchasing and managing the serials within their restricted budget. The library and information services of the 21st century are fast changing. With the rapid development of electronic publishing, libraries are not only acquiring reading materials such as printed books and journals but also arranging in providing access to various learning resources in electronic form. The web resources and the use of web as a tool is changing the way users live and learn. While in the early phase, the world wide web was mainly used for push type applications to provide information and resources to users, the development of web 2.0 and the spread of open sources and shared use concept have focused on user generated content and applications for sharing. This led to the rapid development and popularity of electronic resources.

**Infotrac and Britannica Online Description**

The recent trend now is the presence of online data bases in libraries. Digitization of libraries and changes in the library designs has coped up with the needs of the millennial in today’s environment.

Infotrac is a family of [full text databases](https://en.wikipedia.org/wiki/Full_text_database) of content from academic journals and general magazines, of which the majority are targeted to the [English](https://en.wikipedia.org/wiki/English_language)-speaking North American market. It is a typical online proprietary databases, in which various forms of authentication are used to verify affiliation with subscribing [academic](https://en.wikipedia.org/wiki/Academic_library), [public](https://en.wikipedia.org/wiki/Public_library), and [school](https://en.wikipedia.org/wiki/School_library) libraries. Infotrac databases are published by [Gale](https://en.wikipedia.org/wiki/Gale_(publisher)), a part of [Cengage Learning](https://en.wikipedia.org/wiki/Cengage_Learning).

## Infotrac streamlined discovery at the learner’s finger tips. With the tools that make discovery fast and easy, it quickly connect learners to the information they are looking for. It has an extensive coverage across multiple subject areas. Academic OneFile aids learners in finding accurate information and articles with ease, in both PDF and HTML formats.

Infotrac Student Edition is designed for students (12+ years old) and provides access to age appropriate, authoritative digital content for classroom assignments. Learners can research from magazines, journals, newspapers, and reference books covering a wide range of subjects, from science, history, and literature to political science, sports, and environmental studies.

Infotrac’s content features include full-text articles from the world’s leading journals and reference sources; careful editorial curation; a low-to-no embargo rate; and detailed manual indexing. Mobile-responsive design ensures students can access the resources on the devices they use most.

For more than 60 years, Gale, a Cengage company, has partnered with libraries around the world to empower the discovery of knowledge and insights by all people, for all purposes. Knowledge is power, and the act of learning is empowering. Access to knowledge offers learners an opportunity to discover the motivation and inspiration vital to making a positive contribution in not only their own lives, but the rest of the world. That's why Gale provides libraries with original and curated content, as well as the modern research tools that are crucial in connecting libraries to learning, and learners to libraries.

**Britannica Academic Online**

Likewise, Britannica Online such as Britannica School and Britannica Academic are premium online services which offer the most comprehensive array of safe, searchable content across all subject areas from Pre-K-12, college students up to professionals. It has an accurate, current, and comprehensive resources for college level learners, researchers and faculty. It offers alternate pathways to learning, providing classrooms with interactive, visually engaging resources that support collaborative learning styles. It will improve student’s performance, strengthen teacher effectiveness, and maximize the use of technology with Britannica School.

**Related Studies**

In a study entitled “**Evaluating the Effectiveness on the use of Infotrac and Academic Britannica Online”** by Kenchakkanavar (2014),in his study revealed that digital technology has made it more easy, speedy and comfortable to apply the stored intellect. This collected information through the ages has to be used for further research; betterment and overall development of the society. Electronic resources are easily accessible in remote areas. Electronic resources solve storage problems and control the flood of information. Print sources are being digitized. Electronic information sources are becoming more and more important for the academic community. The advent of technology has made the libraries add new things to its collections. The more prominent among them is the e-resources. This paper presents an overview of these resources, describes few advantages and disadvantages, and gives addresses of few web sites.

In the study of Björk et al. (2009), OA (Open Access) has a significant positive impact on the availability of the scientific journal literature and there is a big difference between scientific disciplines in the uptake. The objective of this study was to make a rigorous assessment ofthe overall share of the peer reviewed article literature, which is available as OA, either published directly or made available as copies in different sorts of repositories. Furthermore, Gul, Shah & Baghwan (2010), revealed in their study that the concept of Open Access emerged during the late 1990s. However, substantial literature is available on open access in a short span of time (Gul, Shah & Baghwan, 2010).There are many Open access resources available in the internet which are very helpful in the teaching and learning process. Open Access resources comprise of Open Access archives, Open Access books, Open Access journals, Open Access search engines etc. A question was asked to know the awareness of Open Access resources among the research scholars. The use of Open Access resources depends on the awareness of Open Access. It also depends on the sources of getting information, tools of accessing and purpose of using it in scholarly activities of researchers.

According to Mayo (2016), in meeting the changing demand in basic education, like the implementation of K to 12, and the necessity to enhance the quality of education in the country, Public Library Online Library System (PHOLS) could speed up accurate performance of library tasks and services. The system provides an accurate generation of library data within minimal time allowing any one with the basic knowledge of computer to play his/her part in providing quality basic education through its heart, the library. Thus, not only to be recognized as comparable to other developing countries in Asia but also proven efficient in providing quality basic education.

On the other hand, Wanajak (2011), in her study revealed that there is a need to supervise students using the internet by the teachers, school staff and administrators. Computer laboratories in schools should be in well supervised areas to ensure that students use the internet appropriately to protect student’s safety (e.g., cyber bullying).The rules for computer and internet use should be established by consensus and democratic student involvement. Reporting any behavioral changes in students related to IA should be the responsibility of teachers; and teachers and parents should work cooperatively together for the benefit of all students regarding safe internet use.

The study of Vania (2015), revealed that implementation of Edmodo in the classroom resulted a positive effect in student cognitive and student motivation. Likewise, a web-based learning in thermal physic can improve student cognitive, it can be noticed by the results of each cognitive level that increase from pre-test to post-test and also the normalized gain shown medium improvement.

Buddenbohm et al. (2016), revealed in their study that open access must be in place to encourage data publication and citation: a proper tool for scholarly acknowledgment. Moreover, they said that citation for data must be publicized as an essential component of science, accelerating and widening scientific research. Normative practice must emphasize on identification, retrieval, attribution of research data, and the possibility of restrictive application procedures.

Moreover, Walmiki and Ramakrishnegowda (2009), examined in their paper the results of a survey conducted to know the collection of e-resources in Karnataka State University Libraries. Attempts have been made to know the internet facilities, procurement of cd-rom databases and online resources, participation in consortium activities and e-resources accessible through such consortium activities in the university libraries. The paper traced the barriers in collection of e-resources in the university libraries. The university libraries under the study have insufficient number of internet nodes, low bandwidth, poor collection of cd-rom databases and online resources. The scholarly literature accessible under the UGC-Infonet E-Journal Consortium is the only strength of these university libraries, as far as collection of e-resources is concerned.

On the other hand, Jamali, Nicholas, and Huntington (2005), presented the conclusions of several studies that used log analysis to study the use and users of electronic journals. It focused on the formats preferred by the end users where it was documented that the users prefer PDF rather than HTML format.

Finally, Chisenga (2004), accepted a review on the use of ICTs in ten African Public Library Services. The review found that, though most libraries had internet connectivity, very few were contributing web-based information services to their users. The study however, identifies four barriers to the useful facility of electronic resources in those libraries, namely: lack of considered planning, lack of sufficient or trustworthy financial support, lack of use of internet to supply information services to users and lack of constant preparation for users in new Information and communication technology services.

**Theoretical Framework**

The present study was anchored in an information system theory called **Technology Acceptance model** by Davis (1989). This model showed how users come to accept and use a technology .It suggests that when users are presented with a new technology, a number of factors influence their decision about how and when to use the technology.

**Conceptual Framework**

This study focused on the investigations to ascertain the awareness and utilization among the students of St. Therese - MTC Colleges, during the first semester of Academic year 2019-2020.

Factors considered as the independent variables were degree program, gender, site, and year level to obtain the dependent variable of awareness and utilization of Britannica Academic Online and Infotrac by analyzing and interpreting its level of awareness and extent of utilization among the students as processed variable.

**Research Paradigm**

**Dependent Variables**

**Independent Variables**

Degree Program

Gender

Campus/Site

Year Level

Awareness of Infotrac and Britannica Academic Online

Utilization of Infotrac and Britannica Academic Online

***Figure 1. A schematic diagram showing the relationship of variables.***

**METHODOLOGY**

**Nature of Research Design**

This study used the descriptive survey method. This study was conducted to determine the awareness and utilization of Infotrac and Britannica Academic Online among students of St. Therese – MTC Colleges.

**Respondents of the Study**

The respondents of the study were the 908 students of St. Therese – MTC Colleges who were currently enrolled for the first semester of Academic Year 2019 – 2020. Of the 908 students, three hundred ninety-two (392), were from Magdalo, two hundred ninety – four (294), were from Tigbauan and two hundred sixty-two (262), were from La Fiesta.

**Table 1. Profile of the Respondents**

|  |  |  |
| --- | --- | --- |
| **Categories** | **Number of Enrollees** | **Percentage (%)** |
| A.    Entire Group | 908 |  |
| B.     Degree Program |  |  |
| BS MT | 369 | 40.64 |
| BS Mar- E | 186 | 20.48 |
| BS Criminology | 50 | 5.51 |
| BS HRM | 36 | 3.96 |
| BSHM | 195 | 21.48 |
| BSTM | 15 | 1.65 |
| ASBS | 16 | 1.76 |
| AHRS | 11 | 1.21 |
| CLS | 12 | 1.32 |
| HCS | 18 | 1.98 |
| C.     Site |  |  |
| La Fiesta | 262 | 28.85 |
| Magdalo | 352 | 38.77 |
| Tigbauan | 294 | 32.38 |

**Research Instruments**

The research instrument used in this study was the researcher-made questionnaire and a checklist.

The researchers used the English Language as medium of communication. The instrument was divided into three (3) parts. The first part was the profile of the respondents while the second part were the items in the questionnaire proper (A) Awareness of Infotrac and Britannica Academic Online which consists of nine (9) statements answerable by Extremely Aware, Highly Aware, Aware, Moderately Aware, and Not aware. (B) Extent of utilization of the Infotrac and Britannica Academic Online which consists of seven (7) statements answerable by Always Utilized, Often utilized, Sometimes utilized, Rarely utilized and Never utilized. (C) and the third was an open-ended question about the difficulties they encountered in using both the Infotrac and Britannica Academic Online.

**Validity of the Questionnaire**

According to Cristobal (2017) validity refers to the quality of the instrument of being functional only within its specific purpose. This is to ensure the credibility of the findings, and the correctness and accuracy of data.

This study used the researcher-made questionnaire. This was presented to the Research Office for suggestions and corrections. The said questionnaire was validated by the experts and the panelists. Suggestions, corrections and comments made by the experts and the validators were all noted and included in the revision of the questionnaire.

**Reliability of the Questionnaire**

Test reliability refers to the consistency of the scores obtained, how consistent they are from each individual from one administration of the instrument to another and from one set of items to another. The Cronbach’s Alpha is considered the best method for measuring test reliability. According to Cristobal (2017) reliable instrument can also be used to verify the credibility of the subject of the latter yield the same results in several tests.

The final copy of the questionnaire was pre-tested to those students who were not respondents of the study. The result of the reliability test showed a Cronbach’s Alpha value of 0.983 indicating that the questionnaire was highly reliable and could be used in the study.

**Data Gathering Procedure**

The questionnaire was presented to the research and development office for comments/suggestions. Items which are found vague were deleted as per advised by the Research and Development Office for improvement.

Before the actual data collection, the researchers got permission from the Director of Libraries to conduct the test in the library. After the approval, the researchers distributed the questionnaire to those students who were randomly chosen as respondents of the study. Instructions were given to them before they answer the questionnaire. They were given thirty minutes to read and fully understand the questionnaire before the actual gathering of data. Likewise, the researchers had to explain the purpose of the study.

The researchers administered the instruments to ensure 100% retrieval. The accomplished instrument was checked to ensure that all items were answered accordingly.

For computation purposes, each response was given an equivalent score as follows:

For Awareness of Infotrac and Britannica Academic

**Response Score**

Extremely Aware 5

Highly Aware 4

Aware 3

Moderately Aware 2

Not Aware 1

For Utilization of Infotrac and Britannica Academic

**Response Score**

Always Utilized 5

Often Utilized 4

Sometimes Utilized 3

Rarely Utilized 2

Never Utilized 1

The scale used in interpreting the data are the following:

**For Awareness of Infotrac and Britannica Academic**

**Scale Description**

4.21 - 5.00 Extremely Aware

3.41 - 4.20 Highly Aware

2.61 - 3.40 Aware

1.81 - 2.60 Moderately Aware

1.00 - 1.80 Not Aware

**For Extent of Utilization of Infotrac and Britannica Academic**

**Scale Description**

4.21 - 5.00 Always Utilized

3.41 - 4.20 Often Utilized

2.61 - 3.40 Sometimes Utilized

1.81 - 2.60 Rarely Utilized

1.00 - 1.80 Never Utilized

**Statistical Tools**

The following statistical tools were used in the study:

**Mean. This was** used to determine the respondents’ profile as well as the level of awareness and extent of utilization of Infotrac and Britannica Academic Online.

**Frequency**. Used to determine the number of respondents belonging to categories included in the independent variables of the study.

**Percentage (%). This was** used to express the proportion of the population responding to the particular item.

**t- test** or F-Test Was used to determine if there is a significant differences between the means of the two groups. If the probability associated with the F statistics is less than 0.05 or less than we can assert that there is a significant difference between the means (de Guzman, 2017).

**One-way Analysis of Variance (ANOVA)** was used to determine the significant differences among three or more groups.

**The Pearson product moment correlation coefficient** (sometimes referred to as the PPC or Pearson r) is a linear correlation coefficient, denoted by r, measures the strength and (refers to positive or negative) linear relationship between two variables.

**RESULTS AND DISCUSSION**

This chapter presents the findings of the investigation. The study attempted to assess the awareness and utilization of both the Infotrac and Britannica Academic Online among students of St. Therese-MTC Colleges. The data were gathered through a researcher – made questionnaire.

This chapter also presents the descriptive and the inferential data and their respective analysis.

This study tried to answer the following questions.

1. What is the students’ level of awareness of the Infotrac and Britannica Academic Online when taken as a whole and classified according to degree program, gender, site and year level?
2. To what extent the students are using Infotrac and Britannica Academic Online when taken as a whole and classified according to degree program, gender, site and year level?
3. Are there significant differences in the students’ awareness of both Infotrac and Britannica Academic Online when they are taken as a whole and classified according to degree program, gender, site and year level?
4. Are there significant differences in the students’ utilization of both the Infotrac and Britannica Academic Online?
5. Is there a significant relationship between students’ awareness and utilization of both the Infotrac and Britannica Academic Online?

**Table 2. Students’ Awareness of Infotrac and Britannica Academic Online When Taken as a Whole According to Gender, Site, Year Level and Degree Program**

|  |  |  |
| --- | --- | --- |
| **Category** | **Mean** | **Description** |
| **As a Whole** | **4.07** | **Highly Aware** |
| **Gender**  Male  Female | 4.04  4.19 | Highly Aware  Highly Aware |
| **Site** La Fiesta  Magdalo  Tigbauan | 4.17  4.07  3.99 | Highly Aware  Highly Aware  Highly Aware |
| **Year Level** First Year  Second Year  Third Year  Fourth Year | 4.01  4.13  4.13  3.99 | Highly Aware  Highly Aware  Highly Aware  Highly Aware |
| **Degree Program** HRS  HCS  CLS  BSMar –E  BSHM  BSTM  BSHRM  ASBS  BSMT  BS Criminology | 4.59  4.26  4.28  4.20  4.17  4.08  4.11  4.08  3.95  3.86 | Extremely aware  Extremely Aware  Extremely Aware  Highly Aware  Highly Aware  Highly Aware  Highly Aware  Highly Aware  Highly Aware  Highly Aware |

Legend: 4.21 - 5.00 -Extremely Aware; 3.41 - 4.20 -Highly Aware; 2.61 - 3.40-Aware;

1.81 - 2.60-Moderately Aware; 1.00 - 1.80-Not Aware

Table 2 showed that when grouped as a whole, the students were highly aware that the library has Infotrac and Britannica Academic Online with a mean score of 4.07. When grouped according to gender, both the female (4.19) and the male students (4.04) were highly aware of the Infotrac and Britannica Academic online in the library. In terms of site, students from all sites were highly aware of the availability of Infotrac and Britannica Academic online with La Fiesta as the highest with a mean score of 4.17, Magdalo(4.07) and Tigbauan (3.99). When the respondents were grouped according to year level, majority of the students in all levels such as second year (4.13), third year (4.13), first year l (4.01) and fourth year levels (3.99) were highly aware of the availability of the infotrac and Academic Britannica Online. On the other hand, when the respondents were grouped according to degree program, students enrolled in HRS (4.59), CLS (4.28), HCS (4.26) were extremely aware. However, students from the other programs were highly aware of the Infotrac and Britannica Academic Online.

**Table 3. Students’ Utilization of Infotrac and Britannica Academic Online When Taken as a Whole According to Gender, Site, Year Level and Degree Program**

|  |  |  |
| --- | --- | --- |
| **Category** | **Mean** | **Description** |
| **As a Whole** | **4.19** | **Often Utilized** |
| **Gender**  Male  Female | 4.12  4.25 | Often Utilized  Always utilized |
| **Site**  La Fiesta  Magdalo  Tigbauan | 4.22  4.16  4.06 | Always utilized  Often Utilized  Often Utilized |
| **Year Level**  First Year  Second Year  Third Year  Fourth Year | 4.10  4.17  4.21  4.04 | Often Utilized  Often Utilized  Always Utilized  Often Utilized |
| **Degree Program**  BSHRM  CLS  BSHM  BSTM  HCS  BSMar –E  BSMT  ASBS  BS Criminology  HRS | 4.17  4.14  4.21  4.18  4.45  4.25  4.05  4.28  3.94  4.54 | Often Utilized  often Utilized  Always Utilized  Often Utilized  Always Utilized  Always Utilized  Often Utilized  Always Utilized  Often utilized  Always Utilized |

Legend:

4.21 - 5.00 Always Utilized

3.41 - 4.20 Often Utilized

2.61 - 3.40 Sometimes Utilized

1.81 - 2.60 Rarely Utilized

1.00 - 1.80 Never Utilized

Table 3 showed that when taken as a whole, the students often utilized the Infotrac and Britannica Academic Online in their research works with a mean score of 4.19. When they were grouped according to gender, it was found out that female students (4.25) always utilized the Infotrac and Britannica Academic online, compare to the male students (4.12) who often utilized them during their research works. This only shows that female students were more diligent and resourceful in doing their research. When grouped according to site, the data showed that students from La Fiesta site (4.22) always utilized the Infotrac and Britannica Academic online, whereas, students from Magdalo (4.16) and Tigbauan sites (4.06) often utilized them. When grouped according to year level, it was found out that the third year students (4.21) always utilized the Infotrac and Britannica Academic online in their research, while second year (4.17), first year (4.10) and fourth year (4.04) students often utilized them in doing their research works. Moreover, when the students were grouped according to degree program, HRS (4.54), HCS (4.45), ASBS (4.28), BS Mar-E (4.25) and BSHM students (4.21) always utilized the Infotrac and Britannica Academic online in their research. However, the data also pointed out that BS Criminology students (3.94) got the lowest utilization.

**Table 4.A. ANOVA Results of Students’ Differences on the Awareness of Infotrac and Britannica Academic Online when grouped According to Year Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** | **Description** |
| Infotrac Awareness  Between Groups  Within Groups  Total | 1.927  533.054  534.981 | 3  904  907 | 0.642  0.590 | 1.089 | 0.353 | Not Significant |
| Britannica Academic  Online Awareness  Between Groups  Within Groups  Total | 5.253  633.962  639.214 | 3  904  907 | 1.751  0.701 | 2.497 | 0.059 | Not Significant |

**Significant Value = 0.05**

As shown in Table 4.A. ANOVA result showed that the awareness of the students regarding Infotrac and Britannica Academic online do not differ significantly when grouped according to year level, F=1.089; sig 0.353 > p-value of 0.05; F=2.497; sig.059 > p-value of 0.05, thus, the null hypothesis is not rejected.

**Table 4.B ANOVA Results of Students’ Differences on the Awareness of Infotrac and Britannica Academic Online when grouped According to Site**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **Df** | **Mean Square** | **F** | **Sig.** | **Description** |
| Infotrac Awareness  Between Groups  Within Groups  Total | 4.401  530.580  534.981 | 2  905  907 | 2.200  0.586 | 3.753 | 0.024\* | Significant |
| Britannica Academic  Online Awareness  Between Groups  Within Groups  Total | 4.026  635.188  639.214 | 2  905  907 | 2.013  0.671 | 2.868 | 0.057 | Not Significant |

**Significant Value = 0.05**

When the respondents were grouped by site, ANOVA result in Table 4.B showed that the awareness of the students regarding the Infotrac differ significantly when grouped according to site,

F= 3.753; sig= 0.024 < p-value of 0.05, thus, the null hypothesis is rejected. On the other hand, students’ awareness of Britannica Academic online, do not differ significantly when grouped according to site, F=2.868; sig 0.057 > p-value of 0.05, therefore, the null hypothesis is not rejected

**Table 4.C. T-Test Results of the Students’ Awareness of Infotrac and Britannica Academic Online When Grouped according to Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **T** | **Df** | **Sig. (2-tailed)** | **Decision** | **Description** |
| Infotrac Awareness | -2.574 | 906 | 0.010 | Reject Ho | Significant |
| Britannica Academic Online Awareness | -2.043 | 906 | 0.041 | Reject Ho | Significant |

**Significant Value = 0.05**

t-test for independent sample result shows that in terms of Infotrac awareness, the t-value showed that there is a significant differences in the awareness of students of the Infotrac in the library according to gender t=-2.574, df=906; sig (2-tailed)=0.010, which is lower than the p-value of 0.05. Thus the null hypothesis is rejected. It is significant because the students find the Infotrac easy and convenient to use. Also it is downloadable and can be printed.

In terms of Britannica Academic Online, there is a significant differences in the awareness of students when grouped according to gender with t-value =2.043, df=906; sig (2-tailed)=0 .041, which is lower than the p-value of 0.05, therefore the null hypothesis is rejected. The students find it significant because Britannica Academic online is convenient to use. Although it is an encyclopedia, it also includes video clips and it has journals and periodicals to offer.

**Table 5. T-Test Results of the Students’ Utilization of Infotrac and Britannica Academic Online When Grouped according to Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **T** | **Df** | **Sig. (2-tailed)** | **Decision** | **Description** |
| Utilization of  Infotrac and Britannica Academic Online | -2.088 | 906 | 0.037 | Reject Ho | Significant |

The utilization of Infotrac and Academic Britannica Online, differ significantly when grouped according to gender, with t-value of -2.088, df=41, sig (2-tailed)= 0.037 < p-value of 0.05.Therefore, the null hypothesis rejected.

**Table 6. Relationship between Students’ Awareness and Utilization of Infotrac and Britannica Academic Online**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **R** | **Sig.**  **p-value** | **Reason** | **Description** |
| Awareness and Utilization of both Infotrac and Britannica Academic Online | 0.829 | 0.000\*\* | Reject Ho | Significant |

**\*\* Significant @ 0.01 level (2-tailed)**

Table 6 above showed the relationship of students’ awareness and utilization of Infotrac and Britannica Academic Online, using Pearson r correlation. The data revealed that there is a significant correlation between students’ awareness and utilization of the Infotrac and Britannica Academic Online (r=0.829, sig. (2-tailed)= 0.000), which implied that when the awareness of the students in Infotrac and Britannica Academic online increases then their utilization also increases or vice versa.

There is a very high correlation (0.829), because the students find both Infotrac and Britannica Academic online easy and convenient to use and it is user friendly, date gleaned from the students. According to them the topics they want search is also downloadable and can be printed immediately.

**FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

**Findings of the Study**

1. The students were highly aware of the Infotrac and Britannica Academic Online when grouped as a whole. When grouped according to gender, both female and male students were highly aware of the Infotrac and Britannica Academic Online in the library. As to site, students from the three sites were highly aware where in La Fiesta got the highest mean score, followed by Magdalo then Tigbauan. When they were grouped according to year level, majority of the students in all levels from fourth year to first year were highly aware of the Infotrac and Britannica Academic. As to degree program, students taking up HRS, CLS, and were extremely aware while the rest of the programs were highly aware.
2. The students often utilized the Infotrac and Britannica Academic Online when taken as a whole. When they were grouped according to gender, it was found out that the female students always utilized the Infotrac and Britannica Academic Online compare to the male students who often utilized them. As to site, students from La Fiesta always utilized them, whereas students from Magdalo and Tigbauan sites often utilized the Infotrac and Britannica Academic Online. When grouped according to year level, the third year students were found out that they always utilized the Infotrac and Britannica Academic Online while the second year, first year and fourth students often utilized. Moreover, when they were grouped according to degree program, students taking up HRS, HCS, ASBS, BSMar-E and BSHM always utilized the Infotrac and Britannica Academic Online. BS Criminology students got the lowest mean of utilization.
3. Students’ differences on the awareness of Infotrac and Britannica Academic online do not differ when grouped according to year level, so the null hypothesis is not rejected.
4. When the respondents were grouped according to site,
5. Students’ awareness of the infotrac differ significantly, therefore the null hypothesis is rejected. On the other hand, students’ awareness of Britannica Academic online does not differ significantly when grouped by site, so the null hypothesis is not rejected.
6. t-test for independent sample result shows that in terms of Infotrac awareness, the t-value showed that there is a significant differences in the students’ awareness when grouped by gender, so the null hypothesis is rejected. In terms of Britannica Academic Online, there is a significant difference in the awareness of students when grouped according to gender, therefore the null hypothesis is rejected.
7. When the respondents were grouped by gender, students’ utilization of Infotrac and Britannica Academic Online differ significantly, therefore the null hypothesis is rejected.
8. Students’ relationship between awareness and utilization of Infotrac and Britannica Academic online using Pearson r correlation revealed that there is a significant correlation between them. The relationship was found to be positively very high. This result implied that when the awareness in Infotrac and Britannica Academic online increases then their utilization also increases or vice-versa.

**Conclusions**

In view of the findings, the following conclusions were drawn:

1. When grouped according to year level, ANOVA result showed that students’ awareness of the Infotrac and Britannica Academic online do not differ significantly, therefore the null hypothesis is not rejected.
2. When the respondents were grouped by site, ANOVA result showed that there is a significant difference in the awareness of students on the Infotrac, thus the null hypothesis is rejected. However, students’ awareness of the Britannica Academic online do not differ significantly when grouped by site, therefore the null hypothesis is not rejected.
3. There is a significant difference in the level of awareness of students in Infotrac and Britannica Academic Online.
4. Students’ utilization of Infotrac and Britannica Academic online differ significantly when grouped according to gender, thus the null hypothesis is rejected.
5. There is a very high positive relationship between students’ awareness and utilization of both the Infotrac and Britannica Academic online, which implied that when the awareness of the students of Infotrac and Britannica Academic online increases their utilization also increases and vice versa.

**Recommendations**

1. The librarians from the different academic sites should exert more effort to encourage students to utilized the Infotrac and Britannica Academic Online. The Library Orientation is the best venue to do this. The librarians should conduct a per section orientation/formal instruction to fully introduce the Infotrac and Britannica Academic Online. It is also a way to promote the use of online resources available in our library for their studies especially in their research.
2. Faculty members are encouraged to give advanced research studies and library research works to students especially the BS Criminology students to increase their utilization of the Infotrac and Britannica Academic Online.
3. The administration should consider to increase the library fee or additional library budget that will help augment the library expenses in providing more beneficial services for the improvement of the learning environment of the millennial learners.

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**DIFFICULTIES OF CLS GRADUATES OF ST. THERESE MTC COLLEGES TO GET EMPLOYED**

Kate Babor

Pearl Joy M. Asturias

Nick D. Ecaran

**Abstract**

This study was limited only to the students of St. Therese MTC Colleges La Fiesta Site as respondents on the Difficulties of CLS Graduate of St. Therese MTC Colleges to Get Employed. The researchers conducted this study to get information about the difficulties the graduates encountered during employment.

Moreover, the study made use of qualitative research and used purposive sampling. The participants were 45 students of St. Therese MTC Colleges La Fiesta Site who are considered key informants who have valuable information regarding the Difficulties of CLS Graduate of St. Therese MTC Colleges to Get Employed.

The result of the study revealed that most of the respondents believed that the causes of their difficulties to get employed are lack of Financial support, lack of Self-confidence and No Backer. The selected students from St. Therese MTC Colleges were still hoping to improve the difficulties they encountered to have a stable and productive job.

Recommendations included are for the students to learn to balance their academic performance and their co-curricular activities. For the teachers, to remind their students to maintain academic excellent, while to the guidance counselors, to design a counseling program to assist the student to be successful in their career after graduation. Lastly, to the school administrations, they should assist the students to find employment opportunities.

**INTRODUCTION**

**Background of the Study**

No matter how good you are at your job, at some point in your career, you are likely to experience at least one sort of work-place difficulty. It could be bullying, work-related stress, redundancy, being fired, or any manner of negative situations that may happen. Everyone reacts differently to these circumstances. For example, someone who has been making others redundant for years, and has seen everything that is involved, may just ‘fall apart’ when it finally happens to them.

When you are in the middle of the situation, it can often help to talk to someone who not only understands the situation you are in, but can relate to the work that you do, and can help you with strategies, that will not only assist you in rebuilding yourself, but put your career back on track, too.

Cruiseline is a company that operates cruise ships and markets cruises on oceans or rivers to the public. Cruiselines are distinct from passenger lines which are primarily concerned with transportation of their passengers. Cruiselines have a dual character: they are partly in the transportation business, and partly in the leisure or entertainment business; a duality that carries down into the ships themselves, which have both a crew headed by the ship's captain, and hospitality staff headed by the equivalent of a hotel manager. Among cruise lines, some are direct descendants of the traditional passenger lines, while others were founded from the 1960s specifically for cruising. The business has been extremely volatile; the ships are massive capital expenditures with very high operating costs, and a slight dip in bookings can easily put a company out of business. Cruiselines frequently sell, renovate, or simply rename their ships just to keep up with travel trends. A wave of failures and consolidations in the 1990s has led to many companies to be bought by much larger holding companies and to operate as "brands" within larger corporations, much as a large automobile company holding several makes of cars. Brands exist partly because of repeat customer loyalty, and also to offer different levels of quality and service. For instance, Carnival Corporation &PLC owns both Carnival Cruise Line, whose former image was vessels that had a reputation as "party ships" for younger travellers, but have become large, modern, yet still profitable, and Holland America Line, whose ships cultivate an image of classic elegance.

**Statement of the Problem**

This study aimed to determine the difficulties of CLS Graduates of St. Therese MTC-Colleges, La Fiesta Site to Get Employed.

Specifically, it attempted to answer the following questions to better understand the problem.

1. What is the profile of the respondents in terms of age, year graduated, sex, co-curricular activities affiliation and academic performance?
2. What are the difficulties encountered by CLS graduates of St. Therese-MTC Colleges, La Fiesta Site as a whole and in terms of academic performance and co-curricular activities?
3. Is there a significant difference on the difficulties encountered by CLS graduates of St. Therese-MTC Colleges, La Fiesta Site in terms of academic performance and co-curricular activities?

**Null Hypothesis**

There is no significant difference in the difficulties encountered by CLS graduates of St. Therese-MTC Colleges, La Fiesta Site in terms of academic performance and co-curricular activities.

**Definition of Terms**

For clarification, the essential terms used in this study were defined conceptually and operationally.

**Difficulties.** The fact of not being easy to do or understand (Cambridge Dictionary, 2020)**.**

In this study, difficulties refer to the reasons why CLS graduates cannot get employed immediately.

**Employment.** An agreement between an employer and as employee (Cambridge Dictionary, 2020)**.**

In this study, employment refers to someone who has a work that being paid off.

**Graduate.** A person who has successfully completed a degree at a university or college and has received a certificate that shows this (Cambridge Dictionary, 2020)**.**

In this study, graduate of CLS is the one who is ready to be employed.

**Significance of the Study**

This study is beneficial to the following:

**Students and Graduates of CLS courses.** Conducting this study is relevant because it might help in employment of graduates in the future. The students and graduates will know what are the reasons why there are so many unemployed graduates.

**School.** The school will identify strategies on how to develop or improve the students on the maritime courses.

**Future researchers.** This study can become a good reference to help them on their future researches.

**Scope and Limitation of the Study**

This study is limited to the difficulties experienced by the STMTCC CLS graduates in getting employment. These graduates are graduates of St. Therese MTC Colleges La Fiesta Site S.Y. 2014-2016. The respondents of the study were identified using the purposive sampling and the sample size was 45 graduates. The study was conducted from November 2018 to March 2019.

**REVIEW OF RELATED LITERATURE**

**Conceptual Literature**

St. Therese-MTC Colleges combined their forces in 1996 to make them a better and stronger school. It adopted the name St. Therese-MTC Colleges, composed of three sites, namely: La Fiesta, Tigbauan, and Magdalo.

St. Therese - MTC Colleges offers a higher education or courses in collegiate level in Iloilo City, Philippines, which commonly called the Maritime School. St. Therese – MTC colleges used to be St. Therese College – La Fiesta and Maritime Training Center (MTC) which merged to become St. Therese – MTC Colleges.

St. Therese-MTC Colleges conducts an outcomes-based education, training, assessment and research with local, national and international standards integrating the core values of the college.

St. Therese-MTC Colleges shall manage risks by evaluating all possible incidents that affect the College in order to prevent the occurrence or negative impact to the institution and its stakeholders and interested parties.

St. Therese-MTC Colleges is an institution accredited by TESDA that offers Technical and Vocational Education and Training Programs (TVET) under the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED).

**Related Foreign Studies**

In this study by Mushtaq and Khan (2012**) “Factors Affecting Students’ Academic Performance”,** they disclosed thatmany practical studies are carried out to investigate factors affecting college students’ performance. The focus of this research is that student performance in intermediate examination is linked with students’ outline consisted of his approach towards communication, learning facilities, proper guidance and family stress. The research is based on student profile developed on the bases of information and data collected through assessment from students of a group of private colleges.

This study is related to our study because it aimed to determine the factors affecting students’ academic performance.

The study of Baking et al., (2015) **“Employability and productivity of graduates: an Exploratory analysis of program strengths and Weaknesses”,** reveled thatthe purpose of the study was to assess the employability and productivity of the graduates across programs in aid of policy formulation and curricular enhancement. The study asked 630 randomly selected respondents from the College of Education, Engineering, and Architecture to respond to a questionnaire that sought information on the employability and productivity of the graduates. The findings revealed that the graduates of Don Honorio Ventura Technological State University are highly employable, and that a great majority of them have jobs aligned with their pre-service preparations. The graduates were found to be highly productive in terms of their perceived readiness on the requirements of their jobs. In terms of their performance in licensure examination, education, civil engineering, and electronics and communication engineering graduates performed much higher than the national passing rates; but not for the electrical and mechanical engineering and architecture graduates. Some operational strategies and control mechanisms are deemed exigent to further improve the productivity of the graduates.

This study is related to our study since it assessed the employability and productivity of the graduates.

Another study by Dimalaluan et al., (2017) “**Problems and Difficulties Encountered and Training Needs of College Students: Basis for Improving Guidance and Counseling Services”**, found out that finishing college education nowadays is very challenging. These challenges come in the form of problems and difficulties that students need to overcome in order for them to finish college. Identifying these problems provides information on improving the student guidance and counseling services of the school. It helps students handle the challenges of academic life, thus giving them a better chance to survive and finish College. This study was conducted for the purpose of determining the problems and difficulties encountered by college students. This study was conducted at WPU-Quezon Campus, and a total of 300 students - enrolled during the first semester of SY 2015-2016 - were considered as respondents of the study. Descriptive statistics was employed in describing the data gathered, such as frequency counts, averages, rankings, and percentages. The data revealed that most of the problems encountered were personal related problems such as: time management, unexplainable fear of failure in exams, lack of self-confidence, poor study habits, nervousness, and lack of self-control. It was also noted that the majority of students did not seek guidance and counseling from the school counselor, instead, they tried to solve their own problems. This study recommended that the student guidance and counseling services of the school should provide intervention activities, such as seminars, training, workshops, retreat and symposia, which will empower students in handling their problems.

This study is related to our study because it aimed to determine the problems and difficulties encountered by college students.

Another study by De Castro (2017) **“Tracer Study of Hotel and Restaurant Management Graduates of One State College in the Philippines from 2014-2016”**, showed that descriptive quantitative design was used in this study. This study found that majority of graduates were successfully employed locally and internationally, but only few are working internationally because of extreme qualification and ample requirements. Majority acquired their first job in less than three months. Ironically, the graduates still had a struggle or difficulty in finding a job because of few job vacancies or lack of position or item. Most of them are working in hotels and fast food stores. Most of them also have their jobs relevant to their field of expertise and are regular employees. Majority of them received a gross monthly salary of 5,000 to less than 10,000 which may not be practically enough, especially for those who have family dependents and other special responsibilities. The place whether local or international, position, and type of company are factors that affect type of salary that the employee receives. Those who work internationally receive more than those who work locally or in the Philippines. All of the skills (i.e. entrepreneurship skills, knowledge and technical skills, management and critical thinking skills, oral and written communication skills, human relation skills, problem-solving skills, and information technology skills) are believed to have been useful, helpful and relevant to their current employment.

This study is related to our study because it aimed to determine the employability of the graduates of Bachelors of Science in Hotel and Restaurant Management of one State College in the Philippines.

Another study by Milan (2010) **“Oversupply of Unemployable Graduates”,** found out that 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. This is the lament of human resources and labor recruitment officials who decry the continuing popularity of glamorous and white-collar courses that produce diplomas but not well-paying jobs. The criticism had been voiced many times in the past by business leaders and politicians but both government and the private sectors have failed to institute meaningful and concrete measures to correct the mismatch between skills and jobs. The issue gains added urgency in view of the government’s inability to provide jobs and its continued dependence on the overseas job market. The problem is that Philippine education is not well-suited to the requirements of the global economy as well.

“Many overseas employment opportunities abound in sub-specialties of various occupations but the Philippine educational system is either ill-equipped and/or unprepared to offer corresponding courses to the demand but rather do a ‘one course fits all’ mentality,” says recruitment consultant Emmanuel Geslani.

This, he says, has led to “a disastrous oversupply of unemployable graduates.”

“In-demand careers like respiratory therapists, cardio technicians, laboratory, ct-scan, are often passed over in favor of more high-profile careers like nurses, says Geslani.

This is related to our study since it relayed to us that the educational system continuously oversupplying unemployed graduates.

**Related Foreign Studies**

In this study by Womujuni (2007) **“The Challenges International Students Face in Adjusting to their New Status as Graduate Students: An Exploratory Case”,** revealed that on the last several years, the number of international students attending colleges and universities in the United States had increased substantially. While considerable time, effort, and university resources are often devoted to the recruitment of international students, It is unclear how well institutions are meeting the needs of these students. This growing number of international students requires foreign exchange professionals and university administrators to better understand the reasons why international students pursue higher education in the United States and the challenges they face. This exploratory case study examined the challenges international graduate students encountered in adjusting to their new status as graduate students. Six research questions framed this study: What difficulties do international students face in their first year in the graduate school? What adjustments do they need to make in their first year in the graduate school? What challenges do continuing international graduate students face? In what ways are perspectives of continuing international graduate students similar to perspectives of beginning international graduate students? What university support or resources do international graduate students say are helpful? What PSU support resources are needed, but missing? The relevant literature addresses academic, social, psychological, cultural, financial, and housing adjustment challenges. The data for this research were collected by interviewing and surveying international graduate students at PSU. Data were analyzed using standard methods of qualitative data analysis. Consistent with the results from other research, this study revealed the following adjustment challenges: unsatisfactory accommodation; inadequate financial resources; lack of culturally specific programs that are intentional, flexible and accessible; unfamiliarity with the new educational system; limited English proficiency; undeveloped infrastructure for on-going orientation; insufficient health services information; and unavailability of international student mentoring programs. The findings of this study have the potential to inform both researchers and practitioners as institution’s attempt to create sufficient international student support services.

This study is related to our study because it was about the challenges of international students adjusting to their status as graduates.

Another study by Jun (2011) **“Factors Affecting Employment and Unemployment for Fresh Graduates in China”,** disclosed that the factors such as college reputation, major, and gender, which affect job search prospects of graduates from Shandong Province in China, were studied. A duration model including parametric, semi-parametric, and nonparametric approaches were used and yielded several important findings. First, graduates find jobs faster if they come from the research universities. The study shows that economics and management, and engineering graduates find jobs more easily. Other major graduates have no significant difference although they are not more likely to find jobs than the former. Moreover, there is no remarkable gap between female and male graduates.

This is related to our study because it aimed to determine the factors affecting employment and unemployment of fresh graduates.

Another study by Abdullah and Mahfoodh (2016) **“Academic Reading Difficulties Encountered by International Graduate Students in a Malaysian University”,** showed that the target population included all graduate students from Yemen, an Arab country, studying at UniversitiSains Malaysia. Data were collected using questionnaires, focus group interviews, and journal writing. While quantitative data were analyzed using SPSS, qualitative data were analyzed through content analysis. The results showed that most of the academic reading difficulties faced by international graduate students were five: taking brief and relevant notes, using their own words in note taking, working out with meaning of difficult words, identifying supporting ideas/examples, and managing their time for completion of reading academic materials. To overcome academic reading difficulties, international graduate students used strategies such as enrolling in some intensive English language courses, attending workshops organized in the University, attending colloquiums organized in their schools, getting help from other graduate students, and reading books on English for academic purposes.

This study is related to our study since it examined how international graduate students in a Malaysian public university perceived and overcome academic reading difficulties.

Another study by Titrek et al., (2016) **“The Socio-cultural, Financial and Education Problems of International Postgraduate Students in Turkey”.** Qualitative research method was used in this research and standardized and tightly structured interview form was used to address questions as a data collection tool in the study. During the interview, objectively investigators helped the participants because they were not good at speaking Turkish. The study sample included 20 postgraduate international students from several departments at the institutes of natural and applied sciences and social sciences of Sakarya University, 2015 - 2016 academic year voluntarily. Maximum range sample technique was used in identifying the study group. In the analytical part of the study, descriptive analysis technique that is one of the qualitative research techniques was used to facilitate the thematic classification of data and get a detailed description of condition. The result of the study determined that international students were not living at desired level economically and homesickness. Also other serious problems at the beginning of the process. Participants did not have many difficulties about harboring. In the title of human relations, international students stated that Turkish people and Turkey close themselves; also they did not have problems about it generally about racism. They could not communicate face to face often. Instead they used telephones, internet etc. devices to communication. Participants expressed that they did not have problems about the Turkish food generally, moreover they found close to Turkish foods. While in the case of clothing, it was determined that there was no problem about clothing, everyone could wear traditional clothes that what they wanted easily. Also they did not suffer from their clothing style. About the traditional statement, their closeness to Turkish culture came into prominence. It was identified that participants could easily perform situations that include their traditions. It was not confirmed that they got into trouble about their religious belief. Under the education topic, difficulty of learning language was emphasized, so they expressed even if just a smidgen their challenges about both lectures and daily life. They said that they took support from their faculty members and classmates to overcome this hardship.

This study is related to our studysince it aimed to analyze and investigate the predicaments that were categorized by the investigators according to education and life conditions of postgraduate international students.

Another study by Ruiz and Budiman (2018) **“Number of Foreign College Students Staying and Working in U.S. After Graduation Surges”.** Between 2004 and 2016, nearly 1.5 million foreign graduates of U.S. colleges and universities obtained authorization to remain and work in the U.S. through the federal government’s Optional Practical Training program (OPT). More than half (53%) of the foreign graduates approved for employment of those who specialized in science, technology, engineering and mathematics (STEM) fields, according to a Pew Research Center analysis of U.S. Immigration and Customs Enforcement (ICE) data received through a Freedom of Information Act. Many foreign STEM graduates enrolled with OPT after executive actions in 2008 and 2016 initially doubled (29 months), then later tripled (36 months), the maximum length of employment for foreign students with STEM degrees. The number of foreign STEM graduates participating in OPT grew by 400% since the first employment extension was introduced in 2008. OPT is one mechanism by which the U.S. can compete with other countries for top talent. It is less well-known than the H-1B visa program – which enables U.S. companies to hire highly skilled foreign workers and is the nation’s largest temporary employment visa program – yet OPT approvals actually outnumbered initial H-1B visa approvals in recent years. In addition, OPT’s eligible population has been on the rise: Between 2008 and 2016, new college enrollments among foreign students on F-1 visas grew 104%.

This study is related to our study because it determined the number of students staying and working in the U.S. after their graduation surged.

**Theoretical Framework**

[**Expectancy Theory**](http://en.wikipedia.org/wiki/Expectancy_theory) proposes that people will choose how to behave depending on the outcomes they expect as a result of their behavior. In other words, we decide what to do based on what outcome we expect to be. At work, it might be that we work for longer hours because we expect a pay rise. However, Expectancy Theory also suggests that the process by which we decide our behaviors is also influenced by how likely we perceive those rewards to be. In this instance, workers may be more likely to work harder if they had been promised a pay rise (and thus perceived that outcome as very likely) than if they had only assumed they might get one (and perceived the outcome as possible but not likely)

Expectancy Theory is based on three elements:

1. Expectancy – the belief that your effort will result in your desired goal. This is based on your past experience, your self-confidence and how difficult you think the goal is to achieve.
2. Instrumentality – the belief that you will receive a reward if you meet performance expectations.
3. Valence – the value you place on the reward.

Therefore, according to Expectancy Theory, people are most motivated if they believe that they will receive a desired reward if they hit an achievable target. They are least motivated if they do not want the reward or they do not believe that their efforts will be rewarded. The key here is to set achievable goals for your employees and reward them. Rewards do not have to come in the form of pay rises, bonuses or all-expenses paid nights out.

Praise, opportunities to progress and “employee of the month” style of rewards can all go a long way in motivating the employees.

**Conceptual Framework**

This study is conducted in order to determine the Difficulties of CLS Graduates of St. Therese MTC Colleges, La Fiesta Site to get employed. The Independent variables are the graduates of CLS, grades, and co-curricular activities. While the Dependent variables are the Difficulties of CLS Graduates of St. Therese MTC Colleges, La Fiesta Site to get employed and performance of graduates in terms of grades, and co-curricular activities.

**Research Paradigm**

Dependent

Variable

Process

Variables

Independent

Variable

-Reasons why graduates of St. Therese MTC Colleges La Fiesta Site cannot be employed immediately.

-Performance of graduates in terms of grades, and co-curricular activities when taken as a whole.

-Significant difference on the reasons why graduates of St. Therese MTC Colleges La Fiesta Site cannot be employed immediately.

Sex

Age

Year Graduated

Co-curricular Activities membership

- Determining what are the reasons why graduates of St. Therese MTC Colleges La Fiesta Site cannot be employed immediately.

- Determining the academic performance of graduates in terms of grades, and co-curricular activities when taken as a whole.

- Determining if there is a significant difference in the reasons why graduates of St. Therese MTC Colleges La Fiesta Site cannot be employed immediately.

- Determining if there is a significant difference on the performance of the graduates in terms of grades, and co-curricular activities.

**Figure 1. Shows the relationship between the Independent Variables, Process Variables and Dependent Variables.**

**Chapter III**

**Methodology**

**Nature of Research Design**

In this study, the researchers used the descriptive design. Descriptive type of study find answers to the questions who, what, when, and how. This type of research depicts the participants or respondents in an accurate way. Descriptive research design is appropriate in determining the employment of the CLS graduates of St. Therese MTC Colleges, La Fiesta Site if they are working in line with their specialized field.

**Respondents of the Study**

The respondents for this study were 45 graduates of ST-MTCC La Fiesta Site from batch 2014 up to batch 2016. Most respondents of the study were found at different types of industry because of stiff competition of employment opportunities. Some of the respondents experienced the job mismatch wherein they were not employed in line with their respective field for which they were trained.

The respondents of the study graduates at STMTCC, La Fiesta Site from Batch 2014 up to 2016, and especially respondents who are willing to participate in the study. Researchers selected them as the respondents of this study because the researchers only intended to include the graduates of STMTCC, La Fiesta Site from batch 2014 up to 2016. This research was not applicable to those who are not graduates of the school and it is designed for the graduates in order for the researchers to determine their employment status and length of unemployment. It also aimed to find out if the graduates are experiencing the job-major-mismatch to determine if they are working in line with their specialized field.

**Sampling Techniques**

The purpose of choosing a good sample design method is for the researchers to obtain the samples from the selected respondents consisting of 45 graduates of ST-MTCC, La Fiesta, Batch 2014 up to batch 2016. Purposive sampling type of non-probability which is commonly used when it is difficult to identify members of the desired population (Saunders 2015), this sampling design was applied in the study since the researchers aimed to find out the employment status of the graduates and if the graduates are working in line within their specialized fields.

**Research Instrument**

The study entitled “Difficulties of CLS Graduates of St. Therese MTC Colleges to Get Employed”, was intended only for the graduates of STMTCC La Fiesta Site, Batch 2014-2016. In conducting this study, the researchers were required to conduct a survey among identified respondents through the researcher-made questionnaire.

**Validity of Research Instrument**

A copy of the questionnaire was given to the Research Adviser for corrections. It was checked and clarified by the researchers regarding what questions will be included for the final survey and it was submitted to the 3 experts to help validator compose the research instrument. Afterwards, the validators were given time to check and analyze the questionnaire, and after checking, corrections and new suggestions that need to be taken out by the researchers. All comments, corrections and recommendations were incorporated in the final copy of the questionnaire and the copies of the corrected questionnaire were submitted to the three experts for content validity using the Eight-point criteria by Good and Scates. After all the items were checked, the questionnaire was considered valid. All comments, corrections, and recommendations were incorporated in the questionnaire.

**Reliability of the Research Instrument**

To make sure that there is consistency on the reliability of our study, the research instrument was pre-tested to the graduates of St. Therese MTC Colleges La fiesta Site. Those people did not join the pre-test survey as they were not included in the final list of respondents. The questionnaire was subjected to reliability testing using the Cronbach Alpha Coefficient and the result should be 0.70 and higher for the instrument to be reliable.

**Data Gathering Procedure**

First, the researchers filled out the Application to Conduct Research and submitted to the research instructor and for the signature of the RDD/RDC and the President. Next, the researchers sent a letter to the identified validators to be asked for permission to check and validate the survey form to be deployed in the study together with an Eight-point criteria by Good and Scates and a copy of the questionnaire. After the survey form/research instrument was finalized, it was signed and validated by the expert. This study entitled “Difficulties of CLS Graduates of St. Therese MTC Colleges to Get Employed” which is a Quanti-Quali research following the scientific method in gathering data.

**Statistical Tools Used**

The analysis and the interpretations of the different data that were gathered in this study was divided into two parts: the descriptive and the inferential analysis.

In the descriptive analysis of the different data gathered, these different statistical tools were used:

**Frequency Count.** This was used by the researchers to present the data gathered in a systematic format to establish the clear idea of the data.

**Percentage.** This was used by the researchers to determine the percentage of the total from a series of numbers.

**Chi Square Test.** This statistical tool was used to determine if there is significant difference between or among the variables used in the study, or to establish association between two or more variables.

**Chapter IV**

**Presentation, Analysis and Interpretation of Data**

The data gathered from the questionnaires by the researchers were tallied, tabulated and presented in this part of the study.

This study aimed to determine the difficulties of CLS Graduates of St. Therese MTC Colleges, La Fiesta Site, to get employed.

**S**pecifically, it sought to answer the following questions to better understand the problem.

1. What is the profile of the respondents in terms of age, year graduated, sex, co-curricular activities affiliation and academic performance?
2. What are the difficulties encountered by CLS graduates of St. Therese MTC Colleges La Fiesta Site b as a whole and in terms of academic performance and co-curricular activities?
3. Is there a significant difference in the difficulties encountered by CLS graduates of St. Therese MTC Colleges La Fiesta Site in terms of academic performance and co-curricular activities?

**1. Profile of Respondents**

The different data involving the profile of the respondents are presented in Table 1. The data in the table, revealed that 42% (N=19) of the respondents are aging 26-27 years old, 38% (N=17) are aging 24-25 years old, while 20% (N=9) of them are aging 28-29 years old. . In case of sex, 53% (N=24) of the respondents was female, while 47% (N=21) of them were male. In terms of year graduated, 42% (N=19) graduated last 2016, 38% (N=17) in 2015, whereas, 20% (N=9) graduated in 2014. With regards to affiliation to co-curricular activities, 56% (N=25) were club members, 38% (N=17) were affiliated to a dance group, 29% ( N=13) were athletes. However, it was noted that 22% (N=10) of them were not active members of any organization. Furthermore, in terms of academic performance, 73% (N=33) of the participants had a good academic performance, 22% got a fair academic performance, while 5% of them registered a very good academic performance.

**Table 1.Profile of Respondents**

|  |  |  |
| --- | --- | --- |
| Profile | Frequency | Percent |
| A. Whole | 45 | 100% |
| B. Age |  |  |
| B.1 24 – 25 Years Old | 17 | 38% |
| B.2 26 – 27 Years Old | 19 | 42% |
| B.3 28 – 29 Years Old | 9 | 20% |
| C. Sex |  |  |
| C.1 Male | 21 | 47% |
| C.2 Female | 24 | 53% |
| D. Year Graduated |  |  |
| D.1 Batch 2014 | 9 | 20% |
| D.2 Batch 2015 | 17 | 38% |
| D.3 Batch 2016 | 19 | 42% |
| E. Co-curricular Activities Affiliation |  |  |
| E.1 Athlete | 13 | 29% |
| E.2 Club | 25 | 56% |
| E.3 Dancer | 17 | 38% |
| E.4 Skills Competition | 5 | 11% |
| E.5 Outreach Program | 5 | 11% |
| E.6 Not Active | 10 | 22% |
| F. Academic Performance |  |  |
| F.1 80-84 ( Fair) | 10 | 22% |
| F.2 85-89 (Good) | 33 | 73% |
| F.3 90-94 (Very Good) | 2 | 5% |

**2. Difficulties Encountered by CLS Graduates of St. Therese MTC Colleges La Fiesta Site as a Whole and in terms of Grades and Co-curricular Activities**

Table 2 presents the different data regarding difficulties of CLS graduates of St. Therese MTC Colleges, La Fiesta site, as a whole.

The different data indicated that 9% to 64% of the participants of the CLS graduates experienced the difficulties listed in this study. Among these participants, 64% experienced financial support difficulties, followed by 38% who had experienced lack of self-confidence, then lack of backer was experienced by 27% of the participants.

On the other hand, majority or 36% to 91% of the graduates indicated that they have never experienced the difficulties listed in this study. A closer look of the data revealed that 91% of them did not experience short validity of training certificate as difficulties, followed by 89% who said that they never experienced medical problems, lack of experience and strong competition as difficulties in landing a job, and 84% who said that they never experienced communication barrier as difficulty in attaining a job.

**Table 2. Difficulties Encountered by CLS graduates of St. Therese MTC Colleges La Fiesta Site When taken as a Whole**

|  |  |  |
| --- | --- | --- |
| Difficulties | Frequency | Percent |
| Medical Problem |  |  |
| Not Experienced | 40 | 89% |
| Experienced | 5 | 11% |
| Financial Support |  |  |
| Not Experienced | 16 | 36% |
| Experienced | 29 | 64% |
| No Backer |  |  |
| Not Experienced | 33 | 73% |
| Experienced | 12 | 27% |
| Lack of Experience |  |  |
| Not Experienced | 40 | 89% |
| Experienced | 5 | 11% |
| Short Validity of Training Certificate |  |  |
| Not Experienced | 41 | 91% |
| Experienced | 4 | 9% |
| No Available Company to apply |  |  |
| Not Experienced | 37 | 82% |
| Experienced | 8 | 18% |
| low Grades |  |  |
| Not Experienced | 35 | 78% |
| Experienced | 10 | 22% |
| Communication Barrier |  |  |
| Not Experienced | 38 | 84% |
| Experienced | 7 | 16% |
| Strong Competition |  |  |
| Not Experienced | 40 | 89% |
| Experienced | 5 | 11% |
| Lack of Trainings |  |  |
| Not Experienced | 37 | 82% |
| Experienced | 8 | 18% |
| Lack of Self Confidence |  |  |
| Not Experienced | 28 | 62% |
| Experienced | 17 | 38% |
| Multiple Rejection |  |  |
| Not Experienced | 41 | 91% |
| Experienced | 4 | 9% |
| Others |  |  |
| Not Experienced | 39 | 87% |
| Experienced | 6 | 13% |

In terms of difficulties encountered by STMTCC CLS graduates in landing a job when grouped by academic performance, the data highlighted that those who had experienced financial support as difficulty, six (6) of them got a good academic performance and four (4) of them got a fair academic performance. In terms of difficulties of having low grades, ten (10) of them got a fair academic performance. Further, in terms of lack of self-confidence as difficulty of landing a job, thirteen (13) got a good academic performance.

On the other hand, those who did not experience these difficulties, the data pointed out that those who did not experience having low grades as difficulty, 33 of them got a good academic performance. For not experiencing short validity of training certificate as difficulty, 32 of them got a good academic performance, while for those graduates who did not experience the difficulties listed here, 30 of them got a good academic performance.

**Table 3. Difficulties Encountered by CLS Graduates of St. Therese MTC Colleges**

**La Fiesta Site When grouped by Academic Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| Difficulties | Fair Academic Performance  (80 – 84) | Good Academic Performance  (85 – 89) | Very Good Academic Performance  (90 – 94) |
| Medical Problem |  |  |  |
| Not Experienced | 9 | 29 | 2 |
| Experienced | 1 | 4 | 0 |
| Financial Support |  |  |  |
| Not Experienced | 4 | 10 | 2 |
| Experienced | 6 | 23 | 0 |
| No Backer |  |  |  |
| Not Experienced | 7 | 24 | 2 |
| Experienced | 3 | 9 | 0 |
| Lack of Experience |  |  |  |
| Not Experienced | 9 | 29 | 2 |
| Experienced | 1 | 4 | 0 |
| Short Validity of Training Certificate |  |  |  |
| Not Experienced | 7 | 32 | 2 |
| Experienced | 3 | 1 | 0 |
| No Available Company to apply |  |  |  |
| Not Experienced | 9 | 26 | 2 |
| Experienced | 1 | 7 | 0 |
| Low Grades |  |  |  |
| Not Experienced | 0 | 33 | 2 |
| Experienced | 10 | 0 | 0 |
| Communication Barrier |  |  |  |
| Not Experienced | 9 | 28 | 1 |
| Experienced | 1 | 5 | 1 |
| Strong Competition |  |  |  |
| Not Experienced | 9 | 29 | 2 |
| Experienced | 1 | 4 | 0 |
| Lack of Trainings |  |  |  |
| Not Experienced | 8 | 27 | 2 |
| Experienced | 2 | 6 | 0 |
| Lack of Self-Confidence |  |  |  |
| Not Experienced | 8 | 20 | 0 |
| Experienced | 2 | 13 | 2 |
| Multiple Rejection |  |  |  |
| Not Experienced | 10 | 29 | 2 |
| Experienced | 0 | 4 | 0 |
| Others |  |  |  |
| Not Experienced | 9 | 30 | 0 |
| Experienced | 1 | 3 | 2 |

Finally, for STMTCC CLS graduates, when they are grouped by co-curricular activities membership, the data showed that majority of them are not member of any school co-curricular activities. Whereas, for those who are members of any co-curricular activities, the data pointed out that for financial support difficulty which is the number 1 difficulty experienced by the participants, 14 of them are club members, 12 of them are dancers and 10 of them are athletes. For having experienced lack of self-confidence, the data disclosed that 11 of them are club members, 8 of them are dancers and 4 of them are athletes

**Table 4. Difficulties Encountered by CLS graduates of St. Therese MTC Colleges La Fiesta Site When grouped by Co-Curricular Activities Membership**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Difficulties | Athlete | | Club | | Dancer | | Skills Competition | | Outreach Program | | Not Active | |
|  | Not a Member | Member | Not a Member | Member | Not a Member | Member | Not a Member | Member | Not a Member | Member | Not a Member | Member |
| Medical Problem |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 27 | 13 | 19 | 21 | 24 | 16 | 35 | 5 | 35 | 5 | 31 | 9 |
| Experienced | 5 | 0 | 1 | 4 | 4 | 1 | 5 | 0 | 5 | 0 | 4 | 1 |
| Financial Support |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 13 | 3 | 5 | 11 | 11 | 5 | 16 | 0 | 16 | 0 | 14 | 2 |
| Experienced | 19 | 10 | 15 | 14 | 17 | 12 | 24 | 5 | 24 | 5 | 21 | 8 |
| No Backer |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 28 | 5 | 12 | 21 | 21 | 12 | 29 | 4 | 29 | 4 | 25 | 8 |
| Experienced | 4 | 8 | 8 | 4 | 7 | 5 | 11 | 1 | 11 | 1 | 10 | 2 |
| Lack of Experience |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 28 | 12 | 17 | 23 | 27 | 13 | 35 | 5 | 35 | 5 | 31 | 9 |
| Experienced | 4 | 1 | 3 | 2 | 1 | 4 | 5 | 0 | 5 | 0 | 4 | 1 |
| Short Validity of Training Certificate |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 29 | 12 | 19 | 22 | 27 | 14 | 37 | 4 | 37 | 4 | 31 | 10 |
| Experienced | 3 | 1 | 1 | 3 | 1 | 3 | 3 | 1 | 3 | 1 | 4 | 0 |
| No Available Company to apply |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 27 | 10 | 17 | 20 | 22 | 15 | 33 | 4 | 33 | 4 | 30 | 7 |
| Experienced | 5 | 3 | 3 | 5 | 6 | 2 | 7 | 1 | 7 | 1 | 5 | 3 |
| low Grades |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 26 | 9 | 12 | 23 | 21 | 14 | 32 | 3 | 32 | 3 | 29 | 6 |
| Experienced | 6 | 4 | 8 | 2 | 7 | 3 | 8 | 2 | 8 | 2 | 6 | 4 |
| Communication Barrier |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 27 | 11 | 17 | 21 | 25 | 13 | 34 | 4 | 34 | 4 | 29 | 9 |
| Experienced | 5 | 2 | 3 | 4 | 3 | 4 | 6 | 1 | 6 | 1 | 6 | 1 |
| Strong Competition |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 29 | 11 | 17 | 23 | 24 | 16 | 36 | 4 | 36 | 4 | 32 | 8 |
| Experienced | 3 | 2 | 3 | 2 | 4 | 1 | 4 | 1 | 4 | 1 | 3 | 2 |
| Lack of Trainings |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 27 | 10 | 16 | 21 | 24 | 13 | 33 | 4 | 32 | 5 | 30 | 7 |
| Experienced | 5 | 3 | 4 | 4 | 4 | 4 | 7 | 1 | 8 | 0 | 5 | 3 |
| Lack of Self-Confidence |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 19 | 9 | 14 | 14 | 19 | 9 | 25 | 3 | 24 | 4 | 21 | 7 |
| Experienced | 13 | 4 | 6 | 11 | 9 | 8 | 15 | 2 | 16 | 1 | 14 | 3 |
| Multiple Rejection |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 30 | 11 | 18 | 23 | 25 | 16 | 36 | 5 | 37 | 4 | 31 | 10 |
| Experienced | 2 | 2 | 2 | 2 | 3 | 1 | 4 | 0 | 3 | 1 | 4 | 0 |
| Others |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Experienced | 28 | 11 | 18 | 21 | 23 | 16 | 36 | 3 | 36 | 3 | 29 | 10 |
| Experienced | 4 | 2 | 2 | 4 | 5 | 1 | 4 | 2 | 4 | 2 | 6 | 0 |

**3. Test of Significant difference in the difficulties encountered by CLS graduates of St. Therese MTC Colleges La Fiesta Site in terms of grades and co-curricular activities When Grouped By Grades**

The different results of testing the significant difference in the difficulties encountered by CLS graduates of St. Therese MTC Colleges, La Fiesta Site, in terms of grades and co-curricular activities difficulties when grouped by academic performance are presented in Tables 5 and 6 using the Chi-square. The Chi-square is a test of significant difference and association.

In Table 5, the result showed that there were significant difference in the difficulties namely Financial Support (X2= 7.097, p=.029, p<0.05), low Grades (X2= 45.000, p=.000, p<0.05), Lack of self Confidence (X2= 4.675, p=.037, p<0.05) and Multiple Rejection (X2= 13.610, p=.001, p<0.05). These results implied that financial support, low grades, lack of self confidence and multiple rejections as difficulties for employment are associated with the graduates’ employment. On the other hand, the difficulties for employment such as medical problem, no backer, lack of experience, short validity of training certificate, no available company to apply, communication barrier, strong competition, lack of trainings and other reasons (p>0.05) did not have any significant difference or not associated with the STMTCC CLS graduates’ difficulty in getting employment.

**Table 5. Results of Test of Significant difference in the Difficulties Encountered by CLS Graduates of St. Therese MTC Colleges La Fiesta Site in terms of Academic Performance by Grades**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Difficulties | X2 Value | df | Sig Value | Interpretation | Decision |
|  |  |  |  |  |  |
| **Medical Problem** | .297 | 2 | .862 | NS | Do not Reject Ho |
| **Financial Support** | 7.097 | 2 | .029 | S | Reject Ho |
| **No Backer** | .790 | 2 | .674 | NS | Do not Reject Ho |
| **Lack of Experience** | .297 | 2 | .862 | NS | Do not Reject Ho |
| Short Validity of Training Certificate | 4.109 | 2 | .128 | NS | Do not Reject Ho |
| **No Available Company to apply** | 1.113 | 2 | .573 | NS | Do not Reject Ho |
| low Grades | 45.000 | 2 | .000 | NS | Do not Reject Ho |
| **Communication Barrier** | 2.045 | 2 | .360 | NS | Do not Reject Ho |
| **Strong Competition** | .297 | 2 | .862 | NS | Do not Reject Ho |
| **Lack of Trainings** | .470 | 2 | .791 | NS | Do not Reject Ho |
| Lack of self Confidence | 4.675 | 2 | .037 | S | Reject Ho |
| Multiple Rejection | 13.610 | 2 | .001 | S | Reject Ho |
| **Others** | 1.596 | 2 | .450 | NS | Do not Reject Ho |

P=0.05 NS= Not Significant

S= Significant

When the respondents are grouped by membership in co-curricular activities, the result of the test revealed that there are significant difference in the difficulty, that of no backer with respondents which are athletes(X2= 11.37, p=.001, p<0.05) and difficulty of having low grades with respondents who are members of a club(X2= 6.58, p=.010, p<0.05). These findings implied that the difficulties of having no backer and having low grades are associated with having low grades and being club members.

Whereas, difficulties such as medical problem, financial support, lack of experience, short validity of training certificate, no available company to apply, communication barrier, strong competition, lack of trainings, lack of self-confidence, multiple rejection and other reasons did not have any significant difference or not associated with the membership of any co-curricular activities.

**Table 6. Results of Test of Significant difference in the Difficulties Encountered by CLS Graduates of St. Therese MTC Colleges La Fiesta Site in terms of Co-Curricular Activities by Membership**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Difficulties** | **Athlete** | | **Club** | | **Dancer** | | **Skills Competition** | | **Outreach Program** | | **Not Active** | |
|  | **X2** | **Sig Value** | **X2** | **Sig Value** | **X2** | **Sig Value** | **X2** | **Sig Value** | **X2** | **Sig Value** | **X2** | **Sig Value** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Medical Problem | 2.29 | .131 | 1.36 | .243 | .76 | .384 | .70 | .402 | .70 | .402 | .02 | .899 |
| Financial Support | 1.24 | .265 | 1.75 | .186 | .450 | .502 | 3.10 | .078 | 3.10 | .078 | 1.36 | .244 |
| No Backer | **11.37** | **.001** | 3.27 | .070 | .105 | .746 | .128 | .721 | .128 | .721 | .292 | .589 |
| Lack of Experience | .216 | .642 | .551 | .458 | 4.27 | .069 | .703 | .402 | .703 | .402 | .016 | .899 |
| Short Validity of Training Certificate | .032 | .857 | .672 | .412 | 2.59 | .108 | .857 | .354 | .857 | .354 | 1.25 | .263 |
| No Available Company to apply | .351 | .553 | .190 | .663 | .676 | .411 | .019 | .890 | .019 | .890 | 1.31 | .252 |
| low Grades | .773 | .379 | 6.58 | .010 | .331 | .565 | 1.029 | .310 | 1.029 | .310 | 2.351 | .125 |
| Communication Barrier | .000 | .984 | .008 | .927 | 1.322 | .250 | .085 | .771 | .085 | .771 | .302 | .583 |
| Strong Competition | .338 | .561 | .551 | .458 | .756 | .384 | .450 | .502 | .450 | .502 | 1.029 | .310 |
| Lack of Trainings | .351 | .553 | .122 | .727 | .618 | .432 | .019 | .890 | 1.216 | .270 | 1.314 | .252 |
| Lack of Self-Confidence | .382 | .537 | .926 | .336 | 1.001 | .317 | .012 | .913 | .756 | .384 | .331 | .565 |
| Multiple Rejection | .952 | .329 | .055 | .815 | .305 | .581 | .549 | .459 | .857 | .354 | 1.254 | .263 |
| Others | .067 | .796 | .346 | .556 | 1.313 | .252 | 3.462 | .063 | 3.462 | .063 | 1.978 | .160 |

P=0.05

**Chapter V**

**Summary, Conclusions, and Recommendations**

**Summary of the Study**

This study aimed to determine the difficulties of CLS Graduates of St. Therese MTC Colleges, La Fiesta Site, to Get Employed. Specifically, it aimed to:

1. Determine the profile of the respondents in terms of age, year graduated, sex, co-curricular activities affiliation and academic performance. 2. Identify the difficulties encountered by CLS graduates of St. Therese-MTC Colleges, La Fiesta Site as a whole and in terms of academic performance and co-curricular activities. 3. Test if there is a significant difference in the difficulties encountered by CLS graduates of St. Therese-MTC Colleges, La Fiesta Site, in terms of academic performance and co-curricular activities.

Furthermore, the research design used was the descriptive survey method and there were 45 graduates of ST-MTCC, La Fiesta, with Batch 2014 to Batch 2016 who were identified using the purposive sampling.

**Findings of the Study**

From the different data gathered analyzed and interpreted, the following are the major findings.

1. Most of the respondents are aging 16-27 years old, female, graduated last 2016, affiliated as club members of the school and having a good academic performance.

2. As a whole, the data indicated that 9% to 64% of the participants or the CLS graduates experienced the difficulties listed in this study. Among these participants, 64% experienced financial support difficulty, followed by 38% who had experienced lack of self-confidence, then lack of backer was experienced by 27% of the participants.

3. In terms of difficulties encountered by STMTCC CLS graduates in landing a job when grouped by academic performance, it pointed out that those who had experienced a financial support as difficulty was having good academic performance and majority of them got a fair academic performance. On the other hand, in terms of difficulty of having a low grade would caused of having no job was found to have fair academic performance, while for lack of self-confidence as difficulty of landing a job, it seems that a lot of them got a good academic performance.

4. When grouped by co-curricular activities membership, the data showed that majority of them are not members of any school co-curricular activities. Whereas, for those who are members of any co-curricular activities, the data revealed that for financial support difficulty experienced by the participants, most of them are club members, followed by dancers and athletes. For having experienced lack of self-confidence, the data disclosed that mostly of them were club members, then dancers and athletes.

5. The result showed that there were significant difference in the difficulties namely Financial Support, low Grades, Lack of self Confidence and Multiple Rejection. These results implied that financial support, low grades, and lack of self confidence and multiple rejection as difficulty for employment are associated with the graduates’ employment. Whereas, the rest of the reasons such as medical problem, no backer, lack of experience, short validity of training certificate, no available company to apply, communication barrier, strong competition, lack of trainings and other reasons do not have any significant difference or not associated with the STMTCC CLS graduates’ difficulty in getting employment.

6. The test revealed that there are significant differences in the difficulty that no backer with respondents who are athletes and difficulty of having low grades with respondents who are members of a club. These findings implied that the difficulty of having no backer and having low grade are associated with having low grades and being a club member. Whereas, difficulties such as medical problem, financial support, lack of experience, short validity of training certificate, no available company to apply, communication barrier, strong competition, lack of trainings, lack of self-confidence, multiple rejection and other reasons do not have any significant difference or not associated with the membership of any co-curricular activities.

**Conclusions**

The following are the conclusions drawn based on the different major findings.

1. Most of the STMTCC CLS graduates are aging 6-27 years old, female, graduated last 2016, affiliated as club members of the school and having a good academic performance.

2. Nine to sixty-four percent of the STMTCC CLS graduates experienced the difficulties in getting employed due to lack of financial support difficulties, lack of self-confidence, absence backer. Whereas, graduates with fair academic performance, club members, dancers and athletes experienced lack of financial support, low grades and lack of self-confidence as difficulties for not being employed.

3. There were significant difference in the difficulties namely financial support, low grades, lack of self confidenceand multiple rejections. These results implied that financial support, low grades, and lack of self confidence and multiple rejections as difficulties for employment are associated with the graduates’ employment. Whereas, the rest of the reasons. On the other hand, there are significant difference in the difficulty that no backer with respondents who are athletes, and difficulty of having low grades with respondents who are members of a club. These findings implied that the difficulties experienced for not being employed is having no backer and having low grades and being a club member.

**Recommendations**

The following are the recommendations for this study.

1. To the Students, they should learn to balance their academic performance and co-curricular activities.
2. To the teachers, they should always remind their students to maintain their academic excellence for it is one of the reasons for not being employed after they graduate.
3. To the guidance counselors, a counseling program should be formulated to assist them in their academic performance while indulging themselves to co-curricular activities.
4. To the school administrators, membership to co-curricular activities may be a plus factor for employment but the students should maintain their academic performance. Further, the school should create financial intervention program for their graduates to help them in their employment.
5. To the Future researchers, to utilize the findings of the study especially when they embark on determining the factors affecting unemployment of the graduates.

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