

## **Graduates' Transition from Study to Employment of Radiologic Technology Graduates of the Lyceum University of the Philippines – Batangas**

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*Abstract* - A ten-year tracer study of Radiologic Technology graduates of Lyceum of the Philippines University SY 1997-2007 using a survey-structured questionnaire was conducted to examine retrospective contribution of their education to their current work. The objectives of the study included the determination of graduates' job-placement profile; how relevant are school-related factors like curriculum, instruction, faculty; student services; organization and administration, physical plant, facilities and laboratories to the job placement; the determination of what skills developed while at school are considered useful in meeting the demands of their present work and the formulation of a program that will enhance the relevance of the college curriculum and services. A total of 97/122 (80%) graduates responded where 78% (76/97) are certified licensed radiographers. All respondents were employed on a full-time basis

aligned to the program. The following were found to be very relevant in meeting the demands of their jobs: curriculum, instruction, competencies of the faculty, student services, organization and administrative services. Furthermore, the intellectual, communication and interpersonal skills, competencies, and work-related values they learned and developed while at school as well as the performance in written and oral assessment of the employers were considered the most important contributing factors in seeking employment after graduation.

*Keywords* - Radiologic Technology, tracer study, employment

## INTRODUCTION

Transition from school to work is a crucial issue to fresh graduates, even if career decision is a lifelong process. Career is a continually changing activity influenced by different factors. Concern about graduate unemployment is growing daily and at an accelerated rate in the Philippines, yet the strength of student enrolment and graduate outputs of the higher education institutions are growing rapidly.

Management sectors reveal that the educational background of a graduate is an index of the quality of the graduate as an individual. The kind of school the graduate represents, the training and instruction they get, all these have a bearing on the quality of the graduates. The school system prepares students for future occupations, develop their skills and provide them with the required knowledge, values and attitudes for the profession. The school must help students develop employability skills (Bennet, Dunne and Carre, 2004).

Iloeje (1996), mentioned that surveys of graduates from institutions of higher education - are considered as an important tool of institutional development particularly as the world of work changes rapidly. Through this method higher education institutions can get a systematic feedback from their former students. To know the whereabouts of the graduates, their working conditions and their

retrospective assessment of their course of study might stimulate the curricular debate which could also be very interesting to the current or later students. It is in this light that this study was conducted to examine retrospective contribution of the Radiologic Technology education to the graduates' current work.

## **OBJECTIVES**

The objectives of the study included the determination of graduates' job-placement profile; how relevant are school-related factors like curriculum, instruction, faculty; student services; organization and administration, physical plant, facilities and laboratories to the job placement; the determination of what skills developed while at school are considered useful in meeting the demands of their present work and the formulation of a program that will enhance the relevance of the college curriculum and services.

## **MATERIALS AND METHODS**

The study population included all the 122 graduates of the Radiologic Technology program from 1997 to 2007 of Lyceum of the Philippines, Batangas. Data were gathered through the use of a structured questionnaire formulated by the Lyceum of the Philippines research center specifically used for tracer studies of the different colleges. The questionnaire consisted of three parts namely: the profile of the respondents, job placement of the respondents and relevance of school related factors to the job placement of the respondents. The instrument was pilot-tested on 50 graduates of the College working in different hospitals and clinics. Remarks and suggestions by the pilot-test subjects were used to improve the instrument. Copies of the survey instruments were administered personally to some graduates working in nearby institutions while the rest were sent by mail. The researcher also asked the assistance of graduates' friends, relatives and currently enrolled in the institution. Electronic distribution of the survey instruments was also utilized to those with electronic addresses submitted to the office of the dean during graduation.

Data gathered were classified, tabulated and coded for purpose of analysis. Statistical tools used in interpreting data were percentage, weighted mean and rank to determine relationship between socio-demographic characteristics and job placement of the participants.

## RESULTS AND DISCUSSION

This is a ten-year tracer study of the graduates of the Radiologic Technology program of Lyceum of the Philippines Batangas from 1997-2007. A total of 97 out of the 122 (80%) graduates responded.

### I. Profile of the graduates

The greater percentage of graduate-respondents belong to 25-29 age bracket comprising 46 out 97 respondents, followed by 28/97 (29%) within the age bracket 30-34 years, while 22 (23%) belong to ages 20-24 and only 1 (1%) was registered within the age bracket of 35-39. This implies that majority of the respondents are in their mid-20s to 30s as expected since the tracer study covered the school year 1997-2007.

As to gender, 52% (50/97) of the respondents are female and a little less 48% (47/97) are male. This is a manifestation that there are more female graduates in the Radiologic Technology program. The practice of Radiologic Technology profession however has no preference as to male or female practitioners. It just happened that there are more females who are taking this course at Lyceum of the Philippines - Batangas.

As to the civil status of the respondents, 39/97 (40%) are still single and 60% (56/97) are already married. This is because many are already in the marrying age.

On the professional status of the graduates, out of the 97 respondents, 76 (78%) have already passed the licensure examinations for Radiologic Technologists given by the Professional Regulation Commission and only 21/97 (22%) are not yet licensed professionals. With more than 50 per cent of the graduates passing the national board examinations, means that the Radiologic Technology education that they receive from the institution is of quality and responsive to the requirement of the practice of the profession.

## II. Job Placement Profile of Respondents

The majority 94/97 (97%) of the graduate-respondents were able to find jobs related to the practice of Radiologic Technology and only 3% (3/97) were engaged in jobs not related to the profession. These results imply that the radiologic technology graduates need not find other jobs not related to the course and that there is market for this course; therefore there is a need to continuously offer the program in the institution.

Table 2.1 Job placement profile of radiologic technology graduates in terms of job after graduation

As to the length of time it took the graduates to find their jobs after graduation, the data showed that 65% (63/97) of the graduates were able to find jobs in more than one year because they still have to take the Radiologic Technology licensure examinations before they can be accepted to work professionally. Only 34/97 (35%) were able to find jobs within a year because these were those who did not yet take the class review and board examinations and started to work as volunteers in different clinics and hospital. The three who were not working not related to their profession are included in the 35%.

It can be inferred from the results that work for Radiologic Technology graduates is available immediately three to six months after graduation and the longest waiting time is more than a year. This also suggests that given vacancies, the Radiologic Technology graduates may find employment. On the other hand, 48% (47/97) of graduate-respondents stayed in their jobs for more than a year. Some 30% (29/97) stayed for only a year and barely 5 (5%) were able to stay within 3 to 6 months in the jobs they were engaged in right after graduation.

The results showed that majority of the respondents are old graduates and are probably licensed practitioners for they have already stayed in their present positions for more than a year. The remaining 25% are young graduates of the Radiologic Technology program.

There were graduates who left their jobs after quite sometime. The data revealed that the most common reason for leaving their jobs was because of low salary (48%) followed by the absence or limited benefits and incentives in the institutions where were working that time.

Thirteen (14%) of the respondents left their jobs because they were not comfortable with the work environment. On the other hand, 8 of the 97 respondents got married and left their jobs. Only 3% left their jobs because their work was not related to their profession. Ten percent left their jobs due to other reasons which were not clearly stated.

As to the reasons for leaving their jobs, it could be deduced that salary is the main cause for leaving their jobs. It could be because positions in government hospitals and even those in the private hospital or clinics, the pay is low for radiologic technologists. Radiologic technologists appear to be making a decent living but salary growth is not as fast as those for nurses, physical therapists or physician assistants (Kenji, 2007).

Table 2.2 reveals the job placement profile of Radiologic Technology graduate-respondents in terms of their present employment. The data showed that an overwhelming 100% (97/97) of the graduate-respondents are presently employed. This means that most of the graduate-respondents have jobs indicating that the demand for radiologic technologists whether in hospital-based x-ray laboratories or free-standing ones is high. These results affirm the report from the Commission on Higher Education that opportunities for the practice of the Radiologic Technology profession have also tremendously increased when there were more schools accredited to offer the four-year degree program.

As to the nature of the employment, the table showed that all the graduate-respondents are working full-time. These results may imply that hospitals or clinics need their radiologic technologists to be working on a full-time basis.

Table 1 also presented the level of satisfaction of the employed graduates. Sixty-nine percent (67/97) claimed that they are satisfied with their present job while only 11% (10/97) are very satisfied with their present practice of the profession. Sixteen of the 97 respondents (16%) claimed that they are less satisfied and only four (4%) of the employed graduates are dissatisfied. The results show that generally, the graduates are satisfied with their work. It is possible because they are employed in positions related to the Radiologic Technology program. This is similar to the reports in the literature (Harmening, 1996). Based on this 10-year retrospective study, on the average, more than 75 per cent of the respondents were satisfied with their jobs.

Table 1. Job placement profile of the radiologic technology graduates in terms of present employment (n=97)

Profile	Frequency	Percentage (%)
Whether presently employed or not		
Employed	97	100
Unemployed	0	0
Nature of employment		
Full-time	97	100
Part-time	0	0
Nature of work		
Related to course	94	97
Not related to course	3	0
Level of satisfaction in the present job		
Very satisfied	10	11
Satisfied	67	69
Less satisfied	16	16
Dissatisfied	4	4
Very dissatisfied	0	0
TOTAL	97	100

The most common problem that the graduates have encountered was the lack of previous experience in the position they have applied for followed by their failure to pass the Radiologic Technology Licensure examinations.

The results reflected that the real reason why hospital owners and employers would hesitate to hire new graduates is that they have no previous experience on the position they applied for because these graduates have just passed the licensure examinations and that this will be their first job after graduation. Laboratory skills and problem-

solving capabilities in the laboratory are very important when working in the radiology laboratories. Accurate and precise laboratory results are of utmost importance when it comes to the practice of the Radiologic Technology profession. Therefore, employers will demand that when they hire radiographers they have to be licensed and experienced in their field of work. This is the reason why newly licensed radiographers work as volunteers or they undergo post externship training in the x-ray laboratories before they will be hired as regular employees.

2.4 Job placement profile of the graduate respondents in terms of factors that contributed to their job placement.

Only 6% (6/97) of the respondents claimed that the grade point average had so much bearing on their job placement while 57 (59%) of the 97 respondents claimed that the grade point average had much bearing on their job placement. On the other hand, 32/97 (33%) claimed that it had little impact on their job placement. Only around 2 per cent (2/97) claimed that grade point average had very little bearing in their job placement.

It may be inferred from these that grade point average is also a reflection of what kind of a graduate an employer is hiring. Therefore, it is important too that graduates of Bachelor of Science in Radiologic Technology should have high grade point average as this factor will be of use in applying for jobs after graduation.

Almost all the graduate respondents (96/97) claimed that the Radiologic Technology course is a very relevant factor in seeking their job. The data showed that 93% to almost 98% (90 to 95 out of 97) responded that the skills and competencies like intellectual, communication, manipulative or technical and interpersonal skills contributed very much in finding jobs related to the practice of Radiologic Technology. Nobody disagrees that these factors did not contribute in finding their jobs after graduation. This only implies that skills or competencies acquired from the institution while taking up the courses in radiology technology program is of utmost importance and therefore the kind of skills and competencies that the graduates have acquired are very useful in meeting the demands of the jobs of radiographers which is a reflection of the quality of education that the school is giving the graduates.



There were 32 to 60 out of the 97 (33% to 62%) respondents who cited that this factor had contributed very much in finding jobs after graduation. Five percent (5/97) of the respondents, however, claimed that this factor was of little relevance when they were looking for jobs after graduation. The results clearly showed the importance of acquiring effective and proficient reading and communication skills. It is important for graduates to acquire and develop these skills so they will be able to meet the demands of the jobs they want to apply because Radiologic Technology profession does not only entail knowledge and skills in the laboratory but it is also important that x-ray technology professionals can communicate and relate effectively to the patients and to the entire medical and non-medical team in the hospitals, clinics and other places of work.

It can be seen that 57 out of the 97 respondents (59%) claimed that personality contributed very much in looking for a job. While 31 respondents claimed that it was not really much of a relevant factor when they were seeking employment after graduation. Only 9 percent (9/97) claimed that personality had a little bearing when looking for a work related to the practice of Radiologic Technology.

Clearly, results have shown how important and useful this factor in meeting the demands of the present jobs of the radiologic technology graduate-respondents.

There were 20 out of the 97 (21%) respondents who claimed that this factor was of little bearing when they were seeking employment after graduation. On the other hand, 35% to 44% (34 to 43 out of 97) claimed that the letter of recommendation contributed much when they were looking for a job. The results indicated that the letter of recommendation is also useful when it comes to seeking employment after graduation. The kind of recommendation that the graduates' references will submit to the employers is also a reflection of the quality of graduates of the institution.

Forty to about 50 percent of the 97 respondents claimed that persistence in job-seeking contributed very much when the graduates were seeking for employment. There however 9 (9%) who claimed that this factor was of little contribution when looking for a job. However, no one claimed that this factor is not relevant in seeking employment after graduation.

Persistence in seeking for employment is very useful when searching for job after graduation. This is true in the literature. Job searching requires a great deal of persistence and patience and often comes down to being at the right place at the right time. Effective job searching is all about maximizing the likelihood of being in the right place at the right time.

Majority of the respondents (91% to 100%) claimed that these work-related values were very much relevant in seeking jobs after graduation. Surprisingly, there were very few (1%) respondents who felt that these work-related values were of little relevance. None however (0%) stated that these values were of very little or not at all relevant in job seeking after graduation.

Individuals have different patterns of work-relevant values, and research has shown that job satisfaction and performance are related to congruence between workers' values and the opportunities to realize those values provided by their occupations (Dawis, 2001; Hochwarter, Perrewe, Ferris, & Brymer, 1999).

Values associated with work are integral to making informed career or life decisions. Research has shown that people who choose occupations that support their values are generally more satisfied with their jobs (ASVAB Career Exploration Program, 2006).

### III. Relevance of School Related Factors to the Job Placement of the Respondents

Table 2. Relevance of curriculum to the job placement of the radiologic technology graduates

<b>General Education</b>	<b>Weighted mean</b>	<b>Verbal Interpretation</b>
English & Literature	3.57	Very relevant
Mathematics subjects	3.05	Relevant
Social sciences	3.05	Relevant
Natural sciences	3.05	Relevant
<b>Composite mean</b>	3.18	Relevant
<b>Professional subjects</b>	<b>Weighted mean</b>	<b>Verbal interpretation</b>

Continuation of Table 2

RT 113 A and B	3.91	Very relevant
RT 102 A and B	3.91	Very relevant
RT 124	3.91	Very relevant
RT 114	3.91	Very relevant
RT 115	3.91	Very relevant
RT 131`	3.91	Very relevant
RT 144	3.91	Very relevant
RT 126	3.58	Very relevant
Dept. Administration, Ethics & Jurisprudence	3.58	Very relevant
Composite Mean	3.84	Very relevant

According to the graduate-respondents, the general education subjects were relevant in seeking job after graduation with a composite mean of 3.18 and the professional subjects were rated as very relevant with a mean of 3.84 in meeting the demands of their present jobs.

The results mean that the curricular program of Radiologic Technology course is relevant and responsive to the demands of the present jobs of the radiologic technology graduates.

Table 3. Relevance of the personal and social traits and the instructional competencies of the faculty in the Radiologic Technology program to the job placement of the graduate-respondents.

	Weighted Mean	Verbal Interpretation
PERSONAL AND SOCIAL TRAITS		
Conducts himself in a dignified and professional manner	3.05	Relevant
Has awareness of institutional values	3.11	Relevant
Is fair and impartial to students	3.11	Relevant
Can express himself fluently and spontaneously	3.11	Relevant

Continuation of Table 3

Is enthusiastic, resourceful and creative	3.11	Relevant
Shows genuine interest in the student	3.11	Relevant
Composite Mean	3.10	Relevant
INSTRUCTION AND COMPETENCIES		
Teacher has mastery of the subject matter	3.91	Very relevant
Shows good command of the medium of instruction	3.89	Very relevant
Makes use of various teaching aids	3.89	Very relevant
Presents lessons using appropriate methods	3.89	Very relevant
Relates subjects to other fields & other life situations	3.89	Very relevant
Inspires students to be self-reliant	3.91	Very relevant
Shows respect and consideration of students' opinion and suggestions	3.91	Very relevant
Conducts accurate and objective evaluation of student performance	3.91	Very relevant
Develops values and good principles in life among students	3.91	Very relevant
Composite Mean	3.90	Very relevant

In terms of personal and social traits of the faculty, the graduate-respondents gave similar assessment of 3.10 on the teacher's awareness of institutional values, fairness and impartiality, proficiency in communication, enthusiasm and genuine interest towards students as relevant factors to the job placement.

This means that the teachers' awareness of Lyceum's core values, the concept of excellence in education and service have been important to their development as graduates. The teachers' impartiality and interest to students made them work hard and independently while the proficiency of the teachers in communication made acquisition of knowledge easier and feasible.

The lowest value of 3.05 was given on the conduct of the teachers' dignified and professional manner. This means that the faculty's professional manner had not much bearing on the placement of the graduates.

In terms of instructional competencies, the respondents gave a rating ranging from 3.89 to 3.91 making these factors very relevant in seeking employment after graduation. This only means that the instructional competencies of the professors/teachers teaching in Radiologic Technology courses have direct relationship with the quality of knowledge, skills and attitudes that the graduates have learned and acquired which were of great use when they were seeking employment and meeting the demands of their jobs. This implies that quality radiologic technology education can be acquired through excellent, efficient and competent teachers.

Competent teachers serve as models for students, who often emulate their philosophies, attitudes and techniques. Competent instruction helps students develop a well-connected body of knowledge and skills which the graduates will be able to utilize in the practice of their chosen profession. Therefore, it is very important on the part of the administration to see to it that its teachers or facilitators are competent and efficient in delivering quality instruction and that they aim to become lifelong learners. This can be attained by a strong support of the administration to assist in providing effective faculty development programs for their continuing professional education.

Table 4. Relevance of student services

STUDENT SERVICES	Weighted Mean	Verbal Interpretation
LIBRARIES		
Availability of local and foreign books and materials	3.91	Very relevant
Conduciveness to study and research	3.89	Very relevant
Accessibility to students	3.58	Very relevant
Application of technology (OPAC), internet facilities, CD-ROM collections, etc.	3.91	Very relevant
Sufficiency of books that support course requirements	3.91	Very relevant
Attitude of staff	3.68	Very relevant

Continuation of Table 4

Composite Mean	3.81	Very relevant
ACCOUNTING/CASHIER'S OFFICE		
Efficiency/promptness in the processing of paper	3.91	Very relevant
Efficiency in handling student's account	3.91	Very relevant
Attitude and decorum of tellers/cashiers	3.58	Very relevant
Composite Mean	3.80	Very relevant
REGISTRAR'S OFFICE		
Adherence to admission policies & procedures	3.91	Very relevant
Responsiveness to students' requests & inquiries	3.91	Very relevant
Correctness & accuracy of student records	3.91	Very relevant
Promptness in the release of records	3.91	Very relevant
Attitude of personnel	3.91	Very relevant
Composite Mean	3.91	Very relevant
COLLEGE DEAN/OFFICE		
Support of college dean to student concerns and activities	3.91	Very relevant
Responsiveness to student concern	3.91	Very relevant
Attitude of dean towards students	3.91	Very relevant
Attitude of office personnel towards students	3.91	Very relevant
Composite Mean	3.91	Very relevant
GUIDANCE & COUNSELLING OFFICE		
Promptness & efficiency in the administration of tests delivery of test results	3.89	Very relevant
Strict handling of confidential information	3.91	Very relevant
Effective guidance and counseling to improve student performance	3.91	Very relevant

Continuation of Table 4

Attitude of guidance personnel/staff	3.68	Very relevant
Composite Mean	3.85	Very relevant
OFFICE OF STUDENT AFFAIRS		
Adequacy and efficiency of growth-promoting activities	3.11	Relevant
Effect of activities of campus organizations to student development	3.58	Very relevant
Responsiveness/objectivity in handling complaints	3.07	Relevant
Adequacy of functional leadership training course	3.91	Very relevant
Adequacy of co-curricular programs and activities	3.68	Very relevant
Composite Mean	3.47	Relevant
HEALTH SERVICES		
Promptness of services	3.11	Relevant
Adequacy of medicines and medical supplies	3.05	Relevant
Adequacy of medical facilities	3.05	Relevant
Attitude and decorum of Personnel	3.05	Relevant
Composite Mean	3.06	Relevant
EXTRA-CURRICULAR ACTIVITIES		
Activities provide for acquisition of knowledge	3.91	Very relevant
Activities provide for acquisition of skills	3.68	Very relevant
Activities provide for acquisition of necessary attitude and values	3.60	Very relevant
Activities provide for development in field of sports & culture	2.95	Relevant
Activities provide for spiritual growth	3.58	Very relevant
Composite Mean	3.56	Very relevant

Data in Table 4 revealed that in terms of libraries and the services extended to the students, the graduates gave a composite rating of 3.81 which means that the library and its services are very relevant and useful in meeting the demands of the present jobs of the graduates.

The library has a historical role of information repository and is therefore increasingly assuming the role of information intermediary -- of connecting the user with the source, without necessarily storing the information. Libraries are as important for educational institutions as vital organs for the body (www.sjlibrary.org, 2006). Students obtain supplementary knowledge from the library. Students and academic staff achieve higher level of competence in navigating complex information environment. Therefore, the library's location, the environment, the staff and the availability of references, journals and other reading materials and necessary equipments like computers are very important and should be given attention by the management of the institution to be able to meet the demands of the students in the Radiologic Technology program. Furthermore, the need for information literacy opportunities should not be limited to undergraduate students, but should be readily available for faculty members and graduate students.

The services rendered by the personnel/staff from the accounting or cashier's office, the registrar's office, the college dean, the guidance and counseling office and the extra-curricular activities were likewise rated by the graduate respondents as very relevant (composite ratings ranging from 3.80 to 3.91) in their job placement after graduation. This implies that these services are very important and have helped them a lot when they were still in school and when they were processing the documents they needed in seeking employment after graduation.

As a team player in the entire institution, the cashier/accounting office should provide high quality and efficient cashier services to students, faculty, staff, and administration.

The Office of the Registrar is a central administrative office for the school, providing data for internal and external constituencies that result in informed decision-making and policy formation. The office is charged with ensuring adherence to academic policy, preserving academic integrity, and safeguarding academic records. The office supports the academic mission of the institution in the



creation and distribution of knowledge as a primary information resource for students, faculty and alumni. The office is charged with ensuring adherence to academic policy, preserving academic integrity, and safeguarding academic records. Lyceum's customer-centered philosophy is built upon providing efficient service in a respectful and fair manner to its constituents.

The services of the guidance and counseling office are designed to enhance students' attitudes and values. School boards should make guidance and counseling services available to all students as an integral part of school programs and services and should meet identified needs of students in three key areas: educational; personal/social; and career development to help graduates manage their careers, to provide information about jobs and careers or to help individuals make career choices; and services to produce and disseminate information about jobs, courses of study and vocational training. It includes services provided to those who have not yet entered the labor force, services to job seekers, and services to those who are employed. The efficient services rendered by the guidance and counseling office were felt to be very relevant by the graduates in seeking employment and meeting the demands of their present jobs.

On the other hand, the services of the office of student affairs and health services were given composite ratings of 3.06 to 3.47. The graduate-respondents considered these relevant in their job placement. To them the promotion of activities, establishment of campus organizations, the manner complaints were handled, the leadership trainings and co-curricular programs all had viable effects to their development as leaders in the future which they now find useful in their capacity to find work.

In summary, these units should effectively assist students in meeting the requirements of the school, their personal academic goals and their needs in seeking employment after graduation.

Table 5. Relevance of the organization and administrative services to the job placement of the radiologic technology graduates

Factors	Weighted Mean	Verbal Interpretation
The school officers and bodies within their spheres of all the vital activities of the institution & colleges	3.05	Relevant
The channels thru which students can course their requests or receive instructions are clear	3.05	Relevant
Concrete steps are taken to promote effective among sectors of the community communication	3.05	Relevant
The organizational and administrative set-up of the institution and colleges are well-integrated and function efficiently	3.05	Relevant
There is active interest in curriculum development and implementation on the part of the administration, faculty, and students	3.89	Very relevant
The academic administration exercises a sufficient degree of supervision over the selection of books and other instructional materials	3.05	Relevant
Department heads are effective in guiding, training, and development students to improve their performance	3.58	Very relevant
Department head complies with and implements school policies & standard operating procedures consistently in the presence of school pressures	3.05	Relevant
Department head inspires excellent team work to accomplish desired goals of the college	3.68	Very relevant
Department head possesses positive attitude towards work, the staff, and the students	3.05	Relevant
Department head provides supervision and promotion of effective instruction among faculty	3.68	Very relevant
The administration ensures that training programs for students are adequate and well-organized	3.91	Very relevant

Continuation of Table 5

The administration adheres to its vision-mission institutional values	3.05	Relevant
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Data in Table 5 revealed that the graduate respondents found that the following services like interest in curriculum development and implementation on the part of the administration, faculty and students as well, that effective guidance, training and development of students by the department heads, excellent team work inspired by the department heads, the provision of supervision and promotion of instruction among faculty by the department head, training programs for students are adequately provided and well-organized by the administration were all very relevant (ratings range from 3.58 to 3.91) in meeting the demands of their present jobs. This means that these services which were provided by the administration and faculty had helped them develop into individuals capable of handling responsibilities and challenges in seeking employment after graduation and also in meeting the demands of their present jobs.

On the other hand, the other services rendered by the administration were considered relevant (rate of 3.05) only in seeking employment after graduation. These were perceived to be not delivered fully well by the members of the organization or administration when they were still in school or even probably after graduation when they sought assistance while seeking for employment. However, it should be remembered that these services also helped them in the complete development of the students and which they may use in their field of work.

The physical plant and facilities including laboratories are complementary aids to efficient instruction. The graduates' assessment of these school-related factors is shown on Table 6.

Table 6. Relevance of physical plant, facilities and laboratories to the job placement of the radiologic technology graduates

FACTORS	Weighted Mean	Verbal Interpretation
<b>GROUNDS AND BUILDINGS</b>		
Provision of wholesome environment for learning	3.68	Very relevant
Adequacy of classroom, fixtures, ventilation, and lights	3.91	Very relevant
Adequacy of hi-tech equipment such as projectors, slide,	3.91	Very relevant
Adequacy of study areas	3.91	Very relevant
Adequacy of facilities such as comfort rooms, drinking fountains, lockers, etc.	3.91	Very relevant
Adequacy of space for outdoor educational activities	3.68	Very relevant
Composite Mean	3.83	Very relevant
<b>PHYSICAL EDUCATION FACILITIES &amp; EQUIPMENT</b>		
Adequacy and availability of P. E. equipment	2.08	Slightly relevant
Facilities are in good condition	2.78	Slightly relevant
Composite Mean	2.43	Slightly relevant
<b>SCIENCE LABORATORY FACILITIES &amp; EQUIPMENT</b>		
Adequacy of laboratory equipment and supplies	3.89	Very relevant
Availability of staff	3.57	Very relevant
Composite Mean	3.73	Very relevant
<b>COMPUTER LABORATORY</b>		
Availability of computers	3.68	Very relevant

Continuation of Table 6

Updatedness of lab equipment and facilities	3.89	Very relevant
Availability of laboratory technicians	3.57	Very relevant
Composite Mean	3.71	Very relevant
COLLEGE LABORATORY		
Adequacy of lab equipment facilities	3.89	Very relevant
Updatedness of lab equipment and facilities	3.89	Very relevant
Adequacy of supplies	3.74	Very relevant
Availability of personnel	3.56	Very relevant
Adequacy of training opportunities in the laboratory	3.89	Very relevant
Conduciveness to learning environment	3.68	Very relevant
Composite Mean	3.78	Very relevant

As shown in Table 6, provision of wholesome environment for learning, adequacy of classroom, fixtures, ventilation, lights, study areas, lockers, space for outdoor activities, comfort rooms, drinking fountains, hi-tech equipment such as projectors, LCD and other audio visual equipments, adequacy of computer and clinical laboratories, availability and adequacy of laboratory supplies, reagents and staff or personnel were all considered very relevant (rates ranging from 3.58 to 3.91) to the job placement of the graduate respondents. This means that these facilities and services are very vital to the acquisition of knowledge and more importantly skills which helped them prepare meet the challenges and demands of their jobs as radiologic technologists.

Therefore, it is very important that the management will always make sure that these facilities and services are always available, adequate and in good running condition to better facilitate learning between the teachers and the students thereby the goal of attaining quality education for the graduates is always achieved.

## CONCLUSIONS

The following conclusions are made from this study:

1. The greater number of the Radiologic Technology graduate-respondents are in their mid-20s belonging to 20-29 age brackets, majority are females, married and seventy-eight (78%) percent are registered radiographers.

2. All the Radiologic Technology graduate-respondents of Lyceum of Batangas from school year 1997-2007 are employed and were able to land in jobs related to their course. The Radiologic Technology program is a viable course such that graduates find employment within a short span of time right after passing the Radiologic Technology licensure examinations given by the Professional Regulation Commission. Radiologic technologists who are currently employed in hospital-based and free-standing x-ray laboratories work on a full-time basis. The skill and competencies and work-related values that the graduates have learned and acquired while at school and the performance in the examination and interviews conducted by the employers are considered to be the most important contributing factors in seeking employment after graduation.

3. The following school-related factors such as the curriculum, faculty and instruction, student services, and the physical plant, facilities and laboratories of Lyceum of the Philippines Batangas were found to be very relevant in meeting the demands of the present jobs of the Radiologic Technology graduates.

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