

Ability of 2021 TEP Graduates to be employed in positions they have been prepared using the ET14 Survey

This section presents the results of the phone interview employability data to 2020-2021 completers. The purpose of the interview is to search for data related to : employment situation , and type of collaborative activities completers do in the job .

The sample is composed of 9 completers. The survey results revealed that all completers were employed, 66.7% of them in accordance with their specialty but most teachers are working for the private sector (60%). Also 11 % of the completers reached, are working in the public sector .

In relation to employment , data showed that only seven, completers found a job related to their preparation within seven months and two did not answer the question. (See table 5)

The following tables present the following data for 2021 completers.

Data also revealed information regarding: Activities that completers working as teachers participate in as part of their job (n=9). See tables 1- 6

Regarding the two specialties:

K-3 Specialty: four completers, (100%) are working, but three are working in private school and took a minimum of 6 months to find a job and one did not answer . Also the instrument offered data of the K-3 specialty related to: Activities that completers working as teachers participate in as part of their job (n=4),. . See tables 7-11

English Elementary Specialty: 5 (five) completers , (100%) are working , but three are working in private school and took a minimum of 6 months to find a job, one is working in the public school and one (1) did not answer . Also the instrument offered data of the English Elementary specialty related to: Activities that completers working as teachers participate in as part of their job (n=4).See tables 12-16

Table 1
2020-2021 specialization of Fajardo TEP completers

	Frequency	Percent
Elementary education K-3 (236)	4	44.4
English elementary education (206)	5	55.6
Total	9	100.0

Table 2

Employment Situation of 2020-2021 completers

Working Status	Frequency	Percent
No	0	0
Yes	9	100.0
Total	9	100.0

Table 3

2020-2021 Fajardo TEP completers area of work

	Frequency	Valid Percent
Educational level related to specialty	6	66.7
Other educational level not related to my specialty	1	11.1
Non-educational work	2	22.2
Total	9	100.0

Table 4

Type of school in which completers are employed

	Frequency	Percent
Public School	1	11.1
Private School	6	66.7
Missing	2	22.2
Total	9	100.0

Table 5

Time taken to find employment of completers

Time to employment	Frequency	Percent
0-6 months	7	77.8
9-12 months	0	0
More than 12	0	0

Missing	2	22.2
Total	9	100.0

The exit interview included an area where completers reported the different activities they participated in during the school year. These include activities with peers, community organizations and community, colleagues, administrators, and parents. The details of the extracurricular activity completed by graduates can be observed in 037.

Table 6

Activities that completers working as teachers participate in as part of their job (n=9).

	Si	No
<u>Activities with peers</u>		
Mentoring	5 (55.6%)	4 (44.4%)
Clubs	2 (22.2%)	7 (77.8%)
Associations	4 (44.4%)	5 (55.6%)
Work Committees	2 (22.2%)	7 (77.8%)
Other	2 (22.2%)	7 (77.8%)
<u>Community Organizations and Community</u>		
Civic Committees	0	9 (100.0%)
Fairs	1 (11.1%)	8 (88.9%)
Conferences	1 (11.1%)	8 (88.9%)
Orientations/Workshops	4 (44.4%)	5 (55.6%)
Organizations	0	9 (100.0%)
Voluntary or Religious Organizations	2 (22.2%)	7 (77.8%)
<u>Colleagues</u>		
Mentoring	3 (33.3%)	6 (66.7%)
Workshops	1 (11.1%)	8 (88.9%)
Curriculum Revision Committee	1 (11.1%)	8 (88.9%)
Accreditation Committees	2 (22.2%)	7 (77.8%)
Emblematic Committee	2 (22.2%)	7 (77.8%)
Other	0	9 (100.0%)
<u>Administrators</u>		
Work Committees	0	9 (100.0%)
Others assigned	2 (22.2%)	7 (77.8%)

Parents

Orientations	6 (66.7%)	3 (33.3%)
Workshops	3 (33.3%)	6 (66.7%)
Parents committees	3 (33.3%)	6 (66.7%)
COMPU	2 (22.2%)	7 (77.8%)
Other	0	9 (100.0%)

The following are the results divided by specialty. A total of four K-3 completers participated in the survey. The Elementary education K-3 specialty results revealed that all completers were working, and 75% of them were working at an educational level according to their specialty. Most K-3 completers work in the private system. In addition, 75% took from 0 to 6 months to find a job. This information can be seen in tables _____

K_3 Completers

Table 7

Employment Situation of 2020-2021 K-3 completers

Working Status	Frequency	Percent
No	0	0
Yes	4	100.0
Total	4	100.0

Table 8

2020-2021 Fajardo TEP K-3 completers area of work

	Frequency	Valid Percent
Educational level related to specialty	3	75.0
Other educational level not related to my specialty	1	25.0
Non-educational work	0	0
Total	4	100.0

Table 9

Type of school in which K-3 completers are employed

	Frequency	Percent
Public School	0	0
Private School	3	75.0

Missing	1	25.0
Total	4	100.0

Table 10
*Time taken to find employment of K-3 comp
 leters*

Time to employment	Frequency	Percent
0-6 months	3	75.0
9-12 months	0	0
More than 12	0	0
Missing	1	25.0
Total	4	100.0

The following table presents the activities K-3 completers participated in at their respective schools.

Table 11
*Activities that Elementary education K-3 completers working as teachers participate in as part
 of their job (n=9).*

	Si	No
<u>Activities with peers</u>		
Mentoring	3 (75.0%)	1 (25.0%)
Clubs	0	4 (100.0%)
Associations	2 (50.0%)	2 (50.0%)
Work Committees	0	4 (100.0%)
Other	0	4 (100.0%)
<u>Community Organizations and Community</u>		
Civic Committees	0	4 (100.0%)
Fairs	1 (25.0%)	3 (75.0%)
Conferences	0	4 (100.0%)
Orientations/Workshops	2 (50.0%)	2 (50.0%)
Organizations	0	4 (100.0%)
Voluntary or Religious Organizations	1 (25.0%)	3 (75.0%)
<u>Colleagues</u>		
Mentoring	1 (25.0%)	3 (75.0%)

Workshops	0	4 (100.0%)
Curriculum Revision Committee	1 (25.0%)	3 (75.0%)
Accreditation Committees	1 (25.0%)	3 (75.0%)
Emblematic Committee	1 (25.0%)	3 (75.0%)
Other	0	4 (100.0%)
<u>Administrators</u>		
Work Committees	0	4 (100.0%)
Others assigned	1 (25.0%)	3 (75.0%)
<u>Parents</u>		
Orientations	3 (75.0%)	1 (25.0%)
Workshops	1 (25.0%)	3 (75.0%)
Parents committees	1 (25.0%)	3 (75.0%)
COMPU	1 (25.0%)	3 (75.0%)
Other	0	4 (100.0%)

A total of five English elementary completers participated in the survey. The results for the English elementary specialty revealed that all completers were working, and 60% of them were working in an educational level according to their specialty. Most English elementary completers work in the private system. In addition, 80% took from 0 to 6 months to find a job. This information can be seen in tables 43 to 46.

English Elementary Education Specialty

Table 12

Employment Situation of 2020-2021 English elementary completers

Working Status	Frequency	Percent
No	0	0
Yes	5	100.0
Total	5	100.0

Table 13

2020-2021 Fajardo TEP English elementary completers area of work

	Frequency	Valid Percent
Educational level related to specialty	3	60.0

Other educational level not related to my specialty	1	20.0
Non-educational work	1	20.0
Total	5	100.0

Table 14
Type of school in which English elementary completers are employed

	Frequency	Percent
Public School	1	20.0
Private School	3	60.0
Missing	1	20.0
Total	5	100.0

Table 15
Time taken to find employment of English elementary completers

Time to employment	Frequency	Percent
0-6 months	4	80.0
9-12 months	0	0
More than 12	0	0
Missing	1	20.0
Total	5	100.0

The following table (Table 47) presents the activities English elementary completers participated in at their respective schools.

Table 16
Activities that completers from English elementary education working as teachers participate in as part of their job (n=9).

	Si	No
<u>Activities with peers</u>		
Mentoring	2 (40.0%)	3 (60.0%)
Clubs	2 (40.0%)	3 (60.0%)
Associations	2 (40.0%)	3 (60.0%)
Work Committees	2 (40.0%)	3 (60.0%)
Other	2 (40.0%)	3 (60.0%)

Community Organizations and Community

Civic Committees	0	5 (100.0%)
Fairs	1 (20.0%)	4 (80.0%)
Conferences	1 (20.0%)	4 (80.0%)
Orientations/Workshops	2 (40.0%)	3 (60.0%)
Organizations	0	5 (100.0%)
Voluntary or Religious Organizations	1 (20.0%)	4 (80.0%)

Colleagues

Mentoring	2 (40.0%)	3 (60.0%)
Workshops	1 (20.0%)	4 (80.0%)
Curriculum Revision Committee	0	5 (100.0%)
Accreditation Committees	1 (20.0%)	4 (80.0%)
Emblematic Committee	1 (20.0%)	4 (80.0%)
Other	0	5 (100.0%)

Administrators

Work Committees	0	5 (100.0%)
Others assigned	1 (20.0%)	4 (80.0%)

Parents

Orientations	3 (60.0%)	2 (40.0%)
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Workshops	2 (40.0%)	3 (60.0%)
Parents committees	2 (40.0%)	3 (60.0%)
COMPU	1 (20.0%)	4 (80.0%)
Other	0	5 (100.0%)

Advance Program in Educational Leadership

Telephone Interview of Completers from the Educational Leadership and Management Program ET-14

The following represents the results of two telephone interviews to Educational Leadership and Management completers. Completers finished their degree in 2021, and they are currently working in a job in line with their specialty. The survey asked completers about the different activities that they have

taken part in their current job. The following tables include a summary of these activities for teachers (Table 1) and for directors (Table 2).

Table 1

Activities in which completers involved themselves in as teachers.

	Sí	No
Activities with peers:		
Mentoring	1 (100%)	
Clubs	-	-
Association	-	-
Work Committees	-	-
Other	-	-
Community Organizations and Community:		
Civic Committees	-	-
Fairs	1 (100%)	
Conferences	-	-
Orientations/Workshops	1 (100%)	
Organizations	-	-
Voluntary or Religious Organizations	-	-
Colleague activities:		
Mentoring	1 (100%)	
Workshops	1 (100%)	
Curriculum Revision Committee	-	-
Accreditation Committees	-	-
Emblematic Committees	-	-
Other	-	-
Administrator activities:		
Work Committees		
Other	-	-

Parents:

Orientations	1 (100%)	
Workshops	1 (100%)	
Parent committees	1 (100%)	
COMPU	-	-
Other	-	-

Table 2
*Activities in which completers involved themselves
 directors.*

	Si	No
Activities with peers:		
Mentoring	1 (100%)	
Clubs	-	-
Association	1 (100%)	
Work Committees	1 (100%)	
Other	-	-
Community Organizations and Community:		
Civic Committees	-	-
Fairs	-	-
Conferences	1 (100%)	
Orientations/Workshops	1 (100%)	
Organizations	-	-
Voluntary or Religious Organizations	-	-
Colleague activities:		
Mentoring	-	-
Workshops	1 (100%)	
Curriculum Revision Committee	-	-

Accreditation Committees	1 (100%)	
Emblematic Committees	-	-
Other	1 (100%)	
Administrator activities:		
Work Committees	1 (100%)	
Other	1 (100%)	
Parents:		
Orientations	1 (100%)	
Workshops	1 (100%)	
Parent committees	1 (100%)	
COMPU	-	-
Other	1 (100%)	

The telephone survey asked completers if the master's degree has helped them gain a promotion in their job. Both participants answered no. One teacher was working as a supervisor at a public school, and the other did not answer. One of the teachers mentioned to be working for the Federal Government. Only one teacher was working on their specialty, the other mentioned that the opportunity has not presented itself.