

## Tracer Study and Employment of the Teacher Education Graduates of a University in North Luzon, Philippines

Corazon G. Pardo<sup>1</sup>, Luzviminda P. Relon<sup>2</sup>

<sup>1,2</sup>University of Northern Philippines-

<sup>1</sup>corazonpardouro@unp.edu.ph

<sup>2</sup>luzviminda.relon@unp.edu.ph

### ABSTRACT

*The quality of education is measured by the employment and establishment of sustainable career paths for graduates. Tracer studies allow higher education institutions to generate integrated data on their graduates' employment while also reflecting the quality of education they provide. This study traced the employment profile of the 2018 Teacher Education graduates at a University in North Luzon, Philippines. It also analyzed the graduates' suggestions about the curriculum and selected employers' feedback. The study utilized the descriptive-survey method of research, questionnaire, and interviews. Results showed that most respondents are 21 years old, female-dominated, single, and passed the licensure examination for teachers and the Civil Service Professional Examination. More than half of the employed respondents landed their first teaching job within six months after graduation in private schools, handling course-related subjects as contractual/provisional and receiving low salaries. Self-employed and unemployed graduates are waiting for job opportunities to exercise their careers in public schools. English communication, professional and significant subjects closely related to effective teaching and learning are essential to them after graduation. Provision for better facilities and equipment, curriculum emphasizing the development of 21st-century skills, exposure to lesson plans and school forms preparation, and presence of specialized teachers to handle major subjects are recommendations to improve the curriculum. Similarly, employers suggested better classroom management, reporting, and personal and professional skills development for the graduates.*

**Keywords:** *Employment, career opportunities, quality of education*

### INTRODUCTION

Education is always considered one of the strongest pillars of governance and a measure of the development of a nation. The Education for All global sustainable development goal aims for upward socioeconomic mobility and is a key to escaping poverty. The value of higher education is measured in its capacity to open doors to graduates for future employment and establish their sustainable career paths. The process that a college student undergoes in a higher education institution does not only hone and develop their capacities but also prepares them to become a productive citizen and dignified member of society and eventually be

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competitive in the world of work. Therefore, education and employment are interconnected in shaping the present and future of individuals.

Tracer studies allow higher education institutions to acquire valuable evidence for their improvement, gauge their relevance, contribute to the accreditation process, and inform stakeholders about their accomplishments. In addition, he also cited that a tracer study is also called a "graduate survey," "alumni research," follow-up study," or "graduate career tracking." (Schomburg, 2003). Tracer studies can provide information to evaluate higher education outcomes to be used as material for improvement and quality assurance of the higher education institutions concerned (Aquino et al., 2015).

Graduates' employment indicates the excellent education and relevant preparation they obtained from their respective degrees (Lira et al. (2023). In the Philippines, tracing graduates is a CHED mandate in its NHERA 2 because it provides evidence of the quality of education and other issues associated with the institution. Accreditation bodies like the AACUP measure the relevance and quality of education through graduates' contributions to employment. Responding to global demands, the Philippines is now trying to cope with internationalization in education (Robinos & Alcazaren, 2023; de Wit, 2023). Likewise, Sato (2021) said that a good education is needed in building a country for globalization.

The scenario among the learning institutions in the Philippines is left behind due to the waning quality of education they offer as years go by, evidently observed through the quality of the graduates. It is for the same reason that the future employer of teacher education graduates, the Department of Education (DepEd), issued hiring guidelines for Teacher I positions, which aim at improving the overall quality and excellence of basic education in the country by hiring highly competent teachers (DO 7. S. 2015).

Colleges and universities face an evolving and more demanding environment that has forced them to become adaptive and flexible (Mohamed Hashim et al., 2022). They are also pressured to realize that their graduates should compete in an increasingly global marketplace. Thus, colleges and universities need to maintain a sound, balanced, and organized academic program based on standards, policies, and guidelines to enhance student development. The curriculum plays a very pivotal role in the development of the quality of graduates. This curriculum should meet the needs of the labor market and include the experiences gained by the learners in school. The programs are then relevantized and submitted for accreditation to ensure that they are following the set standards (Conchada and Tiongco, 2015). Consequently, the result of these collaborative efforts could be tangibly manifested in the quality of graduates.

The University of Northern Philippines (UNP)-College of Teacher Education (CTE), as one of the pioneer colleges of the institution, is offering Bachelor of

Industrial Education (BSIE), Bachelor of Secondary Education (BSE), and Bachelor of Elementary Education (BEEd). CTE is one of the colleges in the University, with more than 1,500 students, and all its programs are Level IV based on the evaluation of the Accrediting Agency of Colleges and Universities of the Philippines, Inc. (AACUP). It is now known as one of the 14 Centers of Training in the country. In compliance with the CHED and the AACUP mandates, the UNP-CTE has conducted graduate tracer studies. These studies aimed to help the institution identify the quality of the programs offered and as a way to determine its position in the local, national, and global market. Also, it was a mandate of the institution to keep track of their graduates to get valuable information on the effects of education and training provided and gather data if there was a lack in the curriculum provided.

In meeting the demands of the time and preparing graduates, the University of Northern Philippines is exhausting all its efforts to meet the new challenges of the 21st century like competitions, employability, rankings, and evaluation and accreditation (Llanes et al, 2022; Pardo et al., 2021; Navarro et al., 2021; Pardo & Pichay, 2019). The results will be used to document outcomes related to becoming a center of excellence in teacher education, address the needs of the graduates to meet the demands of teaching, continually improve program quality, and serve as baseline data for planning activities. Therefore, the need to follow up with the College of Teacher Education graduates at the University of Northern Philippines is an important endeavor to determine their profile, employment status, competencies learned, and subjects practical to them in their work. The study will also analyze the suggestions of the graduates and their employers' feedback about the curriculum.

### **Objectives of the Study**

This study aimed to trace the 2018 Teacher Education Graduates of the University of Northern Philippines. Specifically, it determined the graduates' employment profile, ways on how graduates find their present job, and factors that enabled them to land their first job; identify the cooperating industries/academic institutions that employed the graduates; ascertain the most valuable competencies and subjects to the graduates; and analyze graduates' suggestions about the curriculum and the feedbacks of selected employers about the graduates.

## **METHODOLOGY**

### **Research Design**

This study used a quantitative-qualitative method of research. The quantitative method was used in describing and analyzing the graduates' profile and employment status; ways on how graduates find their present job, and factors that

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enabled them to land their first job; the cooperating industries/academic institutions that employed the graduates; and the most useful competencies and subjects to the graduates. The qualitative method was utilized in analyzing graduates' suggestions about the curriculum and the feedback of selected employers about the graduates.

### Participants of the Study

The total enumeration of the 2018 CTE graduates was targeted, but only 379, or 92.66 percent out of 409, responded. The distribution of population and samples of respondents is presented in Table 1.

**Table 1**

*Distribution of population and samples of respondents*

Course	Male		Female		Overall	
	N	n	N	n	N	n
BEED	17	16	142	135	159	151
BSED	40	35	99	99	139	134
BSIE	24	20	87	74	111	94
<b>Total</b>	<b>81</b>	<b>71</b>	<b>328</b>	<b>308</b>	<b>409</b>	<b>379</b>

### Data Collection and Instruments

The survey questionnaire utilized was adapted from Pardo and Pichay (2019). It consisted of the 2018 Teacher Education graduates' profile, employment status, ways on how graduates find their present job, and factors that enabled them to land their first job; identify the cooperating industries/academic institutions that employed the graduates; reasons for self-employment and unemployment, competencies learned and subjects taken in college that became very useful after graduation, graduates' suggestions to improve the program. Likewise, randomly selected employers from each program (BSE, BEED, and BSIE) provided feedback about the graduates.

The UNP 2018 Commencement Program was also used to determine the names and home addresses of the respondents. The internet was utilized to gather information for the overseas contract workers and migrants' respondents. Male and female data collectors were also employed to distribute and retrieve the questionnaires to the graduates who cannot be located through the means mentioned above and to interview some of the respondents' employers to gather feedback on the graduates' performance.

### Analysis of Data

Frequency, percentage mean, and ranking were used to analyze data.

### Ethical Considerations

The researchers applied the ethical guidelines of social science research throughout data gathering, analysis, and presentation. Permission to conduct the study was obtained from the University of Northern Philippines through an Operational Plan. Full consent was first sought through a letter of consent.

## RESULTS AND DISCUSSIONS

### Profile of the 2018 Graduates

The personal profile of the graduates includes age, sex, civil status, a passer of the Licensure Examination for Teachers (LET), and other eligibility/competencies. The results are presented in Table 2.

**Table 2**

*Profile of the respondents*

Profile		BEED (n=151)		BSEd (n=134)		BSIE (n=94)		Overall (N=379)	
Age		f	%	f	%	f	%	f	%
21		104	68.9	98	73.1	61	64.9	263	69.4
22		39	25.8	26	19.4	24	25.5	89	23.5
23 & above		8	5.3	10	7.5	9	9.6	27	7.1
Total		151	100.0	134	100.0	94	100.0	379	100.0
Sex									
Male		16	10.6	35	26.1	20	21.3	71	18.7
Female		135	89.4	99	73.9	74	78.7	308	81.3
Total		151	100.0	134	100.0	94	100.0	379	100.0
Civil Status									
Single		143	94.7	130	97.0	89	94.7	362	95.5
Married		8	5.3	4	3.0	5	5.3	17	4.5
Total		151	100.0	134	100.0	94	100.0	379	100.0
Eligibilities/competencies*									
LET Passer									
Yes		144	95.4	124	92.5	39	41.5	307	81.0
No		7	4.6	10	7.5	55	58.5	72	19.0
CS	Professional Examination	69	45.7	13	9.7	12	12.8	94	24.8
CS	Sub Professional Examination	32	21.2	19	14.2	3	3.2	54	14.2
National Certificate (NC) II		78	51.7	81	60.4	76	80.9	235	62.0
PD 907/Honor Graduate Eligibility		27	17.9	28	20.9	7	7.4	62	16.4
No response		40	26.5	38	28.4	6	6.4	84	22.2

Legend: \*-multiple responses

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The table shows that the majority of the graduates are 21 years old (263 or 69.4%), females (308 or 81.3%), primarily single (362 or 95.5%), and LET passers (307 or 81%), and a significant number with National Certification (NC II) competencies (235 or 62%). These data mean that the 2018 Teacher Education graduates generally completed their course on time, were female-dominated, passed the LET, and demonstrated competence in all units of competency that comprised a National Qualification by TESDA.

### Employment Status of the Graduates

Table 3 presents the employment status of the graduates. As revealed in the table, more than half of the graduates (202 or 53.3%) are employed, with a significant number of unemployed (158 or 41.7%), and the other 19 or 5% are self-employed. This result implies that there are more employed than unemployed graduates. However, the 53.3% employment rate of graduates in 2018 is the lowest compared to 80% in 2016 (Pardo & Pichay, 2019) and 76.5% in 2017 (Pardo, Relon, et al., 2021). This result contradicts the high employment rate in the country at 94.7 percent in 2018, 94.9 in 2019, and 89.7 percent in 2020, and in Ilocos Region, 93.3 percent in 2018, and 94.8 percent in 2019. The lower employment rate of 2018 graduates could be due to the lesser need for teachers in basic education in the K-12 program.

**Table 3**

*Present employment status*

Present Employment Status	BEED (n=151)		BSEd (n=134)		BSIE (n=94)		Overall (N=379)	
	f	%	f	%	f	%	f	%
Employed	81	53.6	76	56.7	45	47.9	202	53.3
Self Employed	4	2.6	3	2.2	12	12.8	19	5.0
Unemployed	66	43.7	55	41.0	37	39.4	158	41.7
<b>Total</b>	<b>151</b>	<b>100</b>	<b>134</b>	<b>100</b>	<b>94</b>	<b>100</b>	<b>379</b>	<b>100</b>

### Profile of Presently Employed Respondents

Table 4 shows more employment opportunities for teachers in private schools (141 or 69.8%) than in public (61 or 30.2%). As new teachers, a significant number (97 or 48%) are employed as contractual/provisional job orders (40 or 19.8%), and 35 (17.3%) successfully landed permanent positions in public schools. A significant percentage (74 or 36.6%) of the 2018 graduates are receiving a monthly salary of Php 5,000 to 10,000, working as teachers (153 or 75.7%) in subjects related

to their area of specialization (132 or 65.3%), and as their first job (184 or 91.1%). A high percentage (77 or 38.1%) landed their first job within two months after graduation, personally applied (188 (93.1%), and accepted the job for salaries and benefits (104 or 51.5%). The findings imply that most graduates started relevant careers within two months after graduation in private schools as contractual/provisional.

**Table 4***Profile of presently employed respondents*

Profile	BEED (n=81)		BSEd (n=76)		BSIE (n=45)		Overall (N=202)	
Type of Organization	f	%	f	%	f	%	f	%
Government	26	32.10	25	32.9	10	22.2	61	30.2
Private	55	67.90	51	67.1	35	77.8	141	69.8
Total	81	100.00	76	100.0	45	100.0	202	100.0
Employment Type								
Permanent/Regular	12	14.81	20	26.3	3	6.7	35	17.3
Temporary	1	1.23	2	2.6		0.0	3	1.5
Casual/Substitute	5	6.17	2	2.6	3	6.7	10	5.0
Contractual/Provisional	42	51.85	32	42.1	23	51.1	97	48.0
Part-time	2	2.47	5	6.6	3	6.7	10	5.0
Job Order	14	17.28	15	19.7	11	24.4	40	19.8
Volunteer	5	6.17	-	-	2	4.4	7	3.5
Total	81	100.00	76	100.0	45	100.0	202	100.0
Monthly Salary								
<5,000	26	32.10	-	-	7	15.6	33	16.3
5,000 - 10,000	35	43.21	20	26.3	19	42.2	74	36.6
10,001-20,000	8	9.88	36	47.4	16	35.6	60	29.7
20,001 -30,000	12	14.81	20	26.3	3	6.7	35	17.3
Total	81	100.00	76	100.0	45	100.0	202	100.0
Present Job is Teaching Related?								
Yes	59	72.8	73	96	21	46.7	153	75.7
Is it related to the area of specialization?							132	65.3
Yes	50	61.7	71	93	11	24.4		
No	9	11.1	2	2.6	10	22.2	21	10.4
Clerical	22	27.2	3	3.9	24	53.3	49	24.3
Office Assistant	9	11.1	-	-	6	13.3	15	7.4
	1	1.2	-	-	-	-	1	0.5

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Profile	BEED (n=81)		BSEd (n=76)		BSIE (n=45)		Overall (N=202)	
Sales								
Representative	2	2.5	-	-	1	2.2	3	1.5
Cashier		0.0	1	1.3	6	13.3	7	3.5
Catechist	1	1.2	-	-	-	-	1	0.5
Food Service Crew/ Catering Assistant	4	4.9	1	1.3	5	11.1	10	5.0
Call Center Agent	-	-	1	1.3	-	-	1	0.5
Networking	-	-	-	-	2	4.4	2	1.0
No Response	5	6.2	-	-	4	8.9	9	4.5
Present Job is								
1st job	72	88.9	69	90.8	43	95.6	184	91.1
2nd Job	9	11.1	7	9.2	2	4.4	18	8.9
Total	81	100	76	100	45	100	202	100
Time of Employment in the 1st Job After Graduation								
< a month -2 months	10	12.3	32	42.1	33	73.3	77	38.1
3-4 months	10	12.3	34	44.7	2	4.4	46	22.8
5-6 months	22	27.2					22	10.9
7-8 months	10	12.3					10	5.0
9-10 months	6	7.4	2	2.6	3	6.7	11	5.4
11-12 months	15	18.5	3	3.9	5	11.1	23	11.4
> a year	8	9.9	5	6.6		-	13	6.4
Total	81	100.0	76	100.0	45	100.0	202	100.0
Manner of Employment in the first job								
Personally Applied	78	96.3	70	92.1	40	88.9	188	93.1
Recruited	1	1.2	2	2.6	2	4.4	5	2.5
Endorsed	2	2.5	4	5.3	3	6.7	9	4.5
Total	81	100.0	76	100.0	45	100.0	202	100.0
Reason for Accepting the first job*								
Salaries and Benefits	49	60.5	32	42.1	23	51.1	104	51.5
Career Challenge	24	29.6	34	44.7	11	24.4	69	34.2
Family Influence	13	16.0	30	39.5	6	13.3	49	24.3
Related to special skill	13	16.0	1	1.3	-	-	14	6.9
Proximity to residence	12	14.8	1	1.3	-	-	13	6.4
Related to course/program study	40	49.4	34	44.7	6	13.3	80	39.6

Table 5 shows why 19 (5%) of the 2018 graduates were self-employed during the data gathering needed in this study. No job opportunities (17 or 89.5%), no eligibility (11 or 57.0%), and 5 (26.3%) still waiting for the RQA results were



reasons for being self-employed graduates.

**Table 5**

*Reasons for being self-employed*

Reasons for Self-Employment*	BEED (n=4)		BSEd (3)		BSIE (n=12)		Overall (n=19)	
	f	%	f	%	f	%	f	%
Lack of work experience	1	25.0			1	8.3	2	10.5
Prefer to work privately			2	66.7	2	16.7	4	21.1
Higher earning			1	33.3			1	5.3
				100.				
No job opportunity	4	100.0	3	0	10	83.3	17	89.5
Absence of eligibility	1	25.0	1	33.3	9	75.0	11	57.9
Waiting for the RQA result	3	75.0	2	66.7	-		5	26.3

Legend: \*- multiple response

Table 6 reveals the reasons for unemployment of the 158 (41.7%) 2018 graduates. As seen in the table, the unemployed graduates claimed that there are no job opportunities (156 or 98.7%), waiting for the RQA results (98 or 62%), and 83 (52.5%) are waiting for a job application result from school.

**Table 6**

*Reasons for being unemployed*

Reasons for unemployment*	BEED (n=66)		BSEd (n=55)		BSIE (n=37)		Overall (N=158)	
	f	%	f	%	f	%	f	%
Lack of work experience	8	12.1	52	94.5	9	24.3	69	43.7
		100.		100.				
No job opportunity	66	0	55	0	35	94.6	156	98.7
Family concern	2	3.0					2	1.3
Personal choice			12	21.8	1	2.7	13	8.2
Absence of eligibility	3	4.5	10	18.2	36	97.3	49	31.0
Waiting for the RQA result	54	81.8	40	72.7	4	10.8	98	62.0
Waiting for a job application result from school	49	74.2	31	56.4	3	8.1	83	52.5

Legend: \*- multiple response

In Table 7, communication skills (89.4%), information technology skills (70.7%), and content knowledge (69.9%) are most useful to the graduates after graduation.

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**Table 7**

*Learning competencies that became very useful after graduation*

Competencies*	BEED (n=151)		BSEd (n=134)		BSIE (n=94)		Overall (N=379)		Rank
	f	%	f	%	f	%	f	%	
Content Knowledge	126	83.4	129	96.3	10	10.6	265	69.9	3
Pedagogical Skills	112	74.2	127	94.8	9	9.6	248	65.4	7
Information							268	70.7	2
Technology skills	125	82.8	127	94.8	16	17.0			
Reporting Skills	103	68.2	130	97.0	9	9.6	242	63.9	12
Personal & Professional							256	67.5	6
Development Skills	117	77.5	129	96.3	10	10.6			
Classroom							260	68.6	5
Management Skills	122	80.8	129	96.3	9	9.6			
Higher Order Thinking							243	64.1	10
Skills	105	69.5	128	95.5	10	10.6			
Creative thinking skills	125	82.8	129	96.3	10	10.6	264	69.7	4
Communication skills	148	98.0	130	97.0	61	64.9	339	89.4	1
Numeracy skills	105	69.5	125	93.3	7	7.4	237	62.5	13
Research skills	100	66.2	125	93.3	5	5.3	230	60.7	14
Literacy Skills	111	73.5	125	93.3	7	7.4	243	64.1	10
Learning skills	112	74.2	125	93.3	10	10.6	247	65.2	8
Assessment skills	106	70.2	128	95.5	9	9.6	243	64.1	10

Table 8 shows that Speech Communication and Debate (71.8%), Listening and Speaking Skills (30.7%), and Basic Computer Concepts and Applications (21.2%) are the three most important general education subjects to the respondents. This implies that English communication and the use of technology remain essential tools for graduates in facing the world of work. This could be attributed to the importance of English communication and the application of technology in the daily work and activities of the graduates. This result supports the previous findings of this study that communication skills and information technology skills are most beneficial to graduates after graduation.

**Table 8***Most useful general education subjects*

<b>GE Subjects</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
Study and Thinking Skills	47	12.4	6.5
Writing in the Discipline	39	10.2	9.5
Intensive English	47	12.4	6.5
Speech Communication with Debate	272	71.8	1
Listening Speaking Skills	116	30.7	2
College Algebra	61	16.1	4
Physical Sciences	44	11.7	8
Biological Sciences	55	14.6	5
Basic Computer Concepts & Applications	80	21.2	3
Art Appreciation and Aesthetics	39	10.2	9.5

Table 9 presents that the top 5 most useful professional education subjects to the respondents after their graduation are Practice Teaching (78.9%), The Teaching Profession (46%), and Assessment of Learning 1 (30%). The results imply that actual exposure to the teaching profession is the most valuable training phase for the graduates as these subjects taught them to manage their classes and assess students' learning. Likewise, exposure to the teaching field and communication skills are essential to the graduates.

**Table 9***Top 5 most useful professional education subjects*

<b>Professional Education Subjects</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
Practice Teaching	299	78.9	1
The Teaching Profession	175	46.0	2
Assessment of Student Learning 1	114	30.0	3
Child Adolescent Development	69	18.3	4
FS 6:On Becoming a Teacher	66	17.5	5

The most useful major subjects to the BEED respondents are shown in Table 10. The BEED-GE respondents claimed that Intensive English, English for Teachers, and Personhood Development are the most useful significant subjects. This could be associated with the primary use of English communication in classroom instruction, dealing with their employers, and handling their pupils.

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**Table 10**

*Most useful Specialization/Major Subjects after graduation of the BEED Graduates*

<b>Specialization/Major Subjects</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
A. General Education			
English for Teachers	30	41.7	2.5
Intensive English	62	86.1	1
Personhood Development	30	41.7	2.5
B. SPED			
Introduction to SPED 1	5	100	1
SPED Classroom Management	4	80	2.5
Effective Communication with Professionals and Families	4	80	2.5
C. ECE			
Classroom Management	20	100	1
Play and Social Living Experiences	16	80	2
Creative Arts, Music & Drama for Young Children	14	70	3

Introduction to SPED, SPED Classroom Management, and Effective Communication with Professionals and Families are the most useful subjects for the BEED-SPED major. In contrast, the BEED-ECE major claimed classroom management, Play and Social Living Experiences, and Creative Arts, Music, and drama for Young Children. The above findings imply that a good command of English and how the classroom is managed are essential for the respondents.

Table 11 shows that the BSED English graduates' most essential subjects are Literary Criticism, Language and Literature Assessment, and Teaching of Speaking and Writing. The BSED Filipino respondents claimed that the most useful subjects were Panunuring Pampanitikan, Istruktura ng Eikang Filipino, and Panitikan ng Rehiyon. The BSED MAPEH graduates claimed that Organization and Management of MAPEH Activities, Philippine Folk Dances, and Health Practices are the most useful subjects in their careers.

Likewise, Local Government Code, Assessment and Evaluation in Social Studies, and Teaching Approaches in Secondary Social Studies are essential subjects to the BSED-Social Studies major. At the same time, analytical geometry, advanced algebra, and plane geometry for the BSED-Mathematics are essential. Also, the BSED-Biological Sciences are Genetics, Anatomy and Physiology, and General Chemistry, and the BSED -Physical Sciences are General Chemistry, Biochemistry, and Basic Electronics

**Table 11***Frequency distribution and percentage of the most useful specialization/major subjects after graduation of the BSED Graduates*

<b>Specialization/Major Subjects</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
<b>A. English</b>			
Literary Criticism	16	59.3	1
Language & Literature Assessment	13	48.1	2
Teaching of Speaking and Writing	10	37.0	3
<b>B. Filipino</b>			
Panunuring Pampanitikan	8	80.0	2
Istruktura ng Wikang Filipino	8	80.0	2
Panitikan ng Rehiyon	8	80.0	2
<b>C. MAPEH</b>			
Organization and Management of MAPEH Activities	9	30.0	1
Philippine Folk Dances	8	26.7	2
Health Practices	7	23.3	3
<b>D. Social Studies</b>			
Local Government Code	7	63.6	1
Assessment & Evaluation in the Social Studies	5	45.51	2
Teaching Approaches in Secondary Social Studies	4	36.69	3
<b>E. Mathematics</b>			
Advanced Algebra	9	50.0	2
Plane Geometry	8	44.4	3
Analytic Geometry	12	66.7	1
<b>F. Biological Sciences</b>			
Genetics	9	39.1	1
Anatomy and Physiology	8	34.8	2.5
General Chemistry	8	34.8	2.5
<b>G. Physical Sciences</b>			
General Chemistry	7	58.3	1
Biochemistry	4	33.3	2.5
Basic Electronics	4	33.3	2.5

Table 12 shows the most useful major subjects to the BSIE- respondents. The BSIE-Home Economics graduates indicated that the most useful subjects are On-the-Job Training, Home Management, and Cooking 2. This result implies that the actual exposure of the BSIE-HE graduates has more opportunities to engage them in real-life situation learning that became very useful to them in their work.

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**Table 12**

Most useful major subjects to the BSIE- respondents

<b>Specialization/Major Subjects</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
<b>Home Economics (N=59)</b>			
OJT	59	100.0	1
Home Management	36	61.0	2
Cooking 2	30	50.8	3
<b>Electronics</b>			
TV & Video System	13	59.1	1
Electricity & Refrigeration	11	50.0	2
Handicrafts & Woodworking	9	40.9	3
<b>Food and Service Management</b>			
Occupational Health and Safety	59	100.0	1
Entrepreneurship	50	85	2
OJT	49	83	3
<b>Garments, Fashion, and Design</b>			
OJT	1	100	2
Entrepreneurship	1	100	2
Garments Designing and Construction (men's)	1	100	2
<b>Cosmetology</b>			
Hairdressing II	4	57.1	2.5
Facial Treatment and Facial Make- up	7	100.0	1
OJT	4	57.1	2.5

The BSIE-Electronics graduates claimed that the most useful major subjects to them are TV and video Systems, Electricity and refrigeration, and Handicrafts and woodworking. The BSIE- **Food and Service Management** graduates claimed that the most useful major subjects to them are Occupational Health and Safety, Entrepreneurship, and OJT. The BSIE-Garments, Fashion, and Design graduate concurred that OJT, Entrepreneurship, and Fabric and Garment Designing Techniques and Construction for men are the most useful subjects. The BSIE-**Cosmetology** major graduates claimed that their most useful major subjects are facial treatment and makeup, OJT, and hairdressing II.

The above results imply that the 2018 CTE graduates claimed that professional subjects closely associated with their actual teaching are essential.

### **Suggestions of the Graduates about the Curriculum**

Table 13 shows the summary of respondents' suggestions about the curriculum. As seen on the table, the graduates suggest providing better facilities

such as well-ventilated classrooms, comfort rooms, and more advanced teaching and learning equipment, tools, and instruments. Moreover, the graduates recommended an improved curriculum focused on developing 21st-century skills, vocational and research skills, authentic assessment skills to meet the needs of the time, lesson plans and school forms preparation, and more time for teachers to teach. These findings corroborate the above results of the study that their practice teaching or on-the-job training and possessing a good command of the English language are essentials in the real world of work.

**Table 13***Suggestions of the respondents about the curriculum*

Focus	Statements
Facilities and Equipment	<p>"Improve the comfort rooms and classroom ventilation."</p> <p>"Grooming section"</p> <p>"Set up water system."</p> <p>"More and advanced computer equipment"</p> <p>"Provide a complete set of sports equipment and more classrooms so classes should not always be conducted on the bleachers."</p> <p>"There should be enough equipment for Music."</p> <p>"There should be a greater source of updated books and other references."</p> <p>"The availability of equipment, tools, and instruments needed per area of specialization"</p>
Curriculum/Content	<p>Lessen the requirements, more on teaching the skills to be an educator."</p> <p>"We should be exposed inside and outside the school premises."</p> <p>"Professional subjects should be taught realistically because the field is entirely different."</p> <p>"Adequate instructional time in teaching the major and professional subjects"</p> <p>"Emphasize the 21<sup>st</sup>-century skills of a teacher rather than the conventional."</p> <p>"They should teach the latest trend in education, particularly curriculum planning."</p> <p>"Add subjects on Arts in MAPEH."</p> <p>"Research subjects must be taught systematically and not just relying on previously done research."</p> <p>"Longer time for research subjects"</p> <p>"We only teach basic math in elementary; remove Math subjects that are not useful to us."</p>

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Focus	Statements
	"Subjects like Analytic Geometry and Solid Geometry should not be included for BEED Students, there should be more focus on the professional subjects."
	"Eliminate subjects that are not related to elementary education so that more subjects to improve the young minds should be provided."
	"More activities/outputs on assessing elementary learners' performance"
	"Improve the curriculum."
	"Course syllabus should be finished."
	"Provide a lot of activities to expose students to the actual work."
	More and longer time for Practice Teaching
	"Minimize class reporting in professional subjects; the teachers should be the ones to discuss."
	"The BSED Biological Science should explore real science-related paraphernalia and concrete hands-on experiences."
	"Concentrate on the development of vocational skills of students."
	"Lessen the time in answering modules especially in FS subjects."
Lesson Plans	"We should be exposed in the preparation of all types of lesson plans, especially the Daily Lesson Log (DLL)"
School Forms	"Students MUST be taught how to accomplish school forms."
Teachers' Competence	"Competent naman ang mga teachers, but we prefer that they should be Doctorate graduates."
	"Teachers should teach from basic to complex."
	"Teachers must have enough time to teach, rather than attending seminars and training outside."
	"Lessen other workloads of teachers for them to focus on teaching and learning."
	"Specialized teachers to handle major subjects."

### Feedback from Employers on the Graduates

According to a Secondary private school employer, the 2018 CTE graduates in that school were initially unfamiliar with the new DEPED forms and not well-versed in the preparation. They made excuses when submitting school reports and lesson plans. They had poor classroom management, to wit:

Employer 1: *"At first, they were not good at using DEPED forms, and sometimes they made excuses to submit reports and lesson plans, and they did not properly manage their classes." However, they are improving and accepting positive comments and suggestions along the way. Likewise, they have harmonious work relationships with their co-teachers".*

In another private school offering preschool, elementary, and grades 7 and 8 programs, Employer 2 claimed that the graduates have a good command of the



English language. However, they still needed guidance and close supervision in preparing lesson plans, instructional materials, and classroom management, and their social skills needed enhancement. Despite their weakness, the employer claimed the graduates were manageable and willing to learn and be guided.

Employer 3: *"Sometimes the graduates are immature, but this is understandable because they are still neophytes. They still needed guidance and close supervision, especially in the preparation of their Daily Lesson Logs. They are not also good at preparing semi-detailed lesson plans, presenting their lessons, and preparing instructional materials. On the other hand, Employer 4, said that generally, they are good in communication, especially the phonetics of the BEED graduates but nervous in facing the parents and the crowd. Some of them did not even like to be the emcee during programs. Their social skills need to be improved. Another employer was hopeful that they could help in the professional development of the graduates when he/she said: I am hoping that their stay in our school will help them to develop professionally, especially so that they are manageable and very much willing to learn".*

In an industry that employs BSIE graduates, an employer claimed that most graduates are hard workers, properly observe the time, and are friendly. *"They report to work on time, "engaged" (industrious) work is work, they do things without being told, and they are friendly."* However, some of them are hesitant to do other assigned tasks." The graduates still need support to do better things in their work.

## CONCLUSIONS

The graduates are young, female, and single; almost all are LET passers, and some have other eligibility and competencies. There is a higher percentage of employed people than the unemployed graduates and self-employed. The majority of the graduates were employed first as teachers in private schools as contractual/provisional and teaching subjects related to their area of specialization before getting a permanent job in the public, received a monthly salary ranging from Php 5,000 to 10,000, got their jobs within six months after graduation by personally applying, and accepted the job because of salary and benefits, and course-related. There were self-employed and unemployed graduates because of the lack of job opportunities and the waiting RQA results. English communication and courses associated with effective teaching and learning are the most essential to the graduates. Provision for better facilities and equipment, curriculum emphasizing the development of 21<sup>st</sup>-century skills, exposure to lesson plans and school forms preparation, and presence of specialized teachers to handle majors are recommendations to improve the curriculum. The beginning teachers faced

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challenges in their new career, such as better classroom management, reporting, and personal and professional skills development.

## RECOMMENDATIONS

Based on the findings and conclusions, it is recommended that the UNP-CTE continuously conduct tracer studies to ascertain the relevance and effectiveness of its programs and the provisions for better classrooms, facilities, and equipment, especially for MAPEH and technology courses. Well-trained CTE faculty should continuously capacitate themselves to meet the needs of the time. Real-world activities emphasize equipping the graduates with DepEd-required lesson plan preparation, filling out school forms, developing 21st-century skills in their lessons, and other relevant classroom activities to prepare them to embrace the real world of work.

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