

# **A Tracer Study of BEED and BSED Graduates of the Visayas State University, Philippines**

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**Abstract** – One of the goals of every university is to produce quality graduates. The study was conducted to trace the graduates of Bachelor of Secondary Education (BSED) and Bachelor of Elementary Education (BEED) from SY 2005-2012. Survey questionnaires were used in gathering the data. Collected data were interpreted through frequencies and percentages. Results showed that there was a high employment rate for BSED and BEED graduates. The reasons why graduates changed their jobs were due to salaries and benefits. There were still unemployed and never-been-employed graduates because of no job opportunities. This implies that there were insufficient job vacancies/positions in the education

sector. There should be an increase in salaries and benefits for regular/permanent workers to motivate them to stay on their jobs. The graduates found that the skills and knowledge they obtain from the university were useful to their jobs. Nevertheless, they still suggested further improvements of VSU's curriculum by providing more related trainings/seminars and workshops, adapting K to 12 curriculums, and offering more communication/human-relation-skills courses. Future enrollees in BSED and BEED degrees should be given an oral interview first to determine if they have a strong passion for the profession.

**Keywords** – Teacher education, tracer study, descriptive survey, research design, Philippines

## INTRODUCTION

Obtaining degrees in education is a ticket to success because it can improve one's chances of getting employed. However, having skills and jobs that match to one's educational qualification is a serious concern globally. Skills mismatch is now well-known as worldwide economic crisis. Many problems were reported by the employers in searching suitable skilled employees (Global Agenda Council on Employment, 2014).

The Global Agenda Council on Employment (2014) added that a skill or job mismatch happens when the employee's qualification is higher or lower than the required work. Though a person could learn a skill and improve his work performance over time, qualification mismatch could leave an undesirable effect on someone's career. It is worth noting that an unused skill would atrophy. Thus, it would result to partial loss of investment in an individual.

In the European countries, the mismatch between employees' supply and demand of skills in the labor industry became a major policy discussion. In a study conducted in Germany, a large percentage of German graduates were mismatched based on their skills and qualifications. Thus, the efficiency of Higher Education Institutions (HEIs) in producing skilled graduates at par with the job market added to the economic concerns (Berlingieri & Erdsiek, 2012).

On the other side of the globe, employment rates in Association of Southeast Asian Nation (ASEAN) countries increased in 2007. The region's unemployment rate declined from 6.1% (2006) to 5.8% in 2007. Thus, its strong economic performance had a positive outcome on labor markets. The employment increased was specifically good in Singapore and Indonesia. Furthermore, Indonesia and

Philippines were able to reduce their unemployment rates. The unemployment rate in the Philippines dropped from 7.3% to 6.3%. Indonesia was able to decrease from 10.3% in 2006 to 9.1% in 2007 (Martinez-Fernandez & Powell, 2009).

Though the ASEAN region was able to reduce poverty, it could never deny the fact that nearly 150 million of its working citizens are poor. It is because skills mismatch is evident too in ASEAN countries. There is a mismatch between the acquired skills and business demands in the region (Martinez-Fernandez and Powell, 2009).

Thus, many higher education institutions tried to fill in this shortcoming by conducting tracer studies or follow-up surveys. Tracer studies are important in finding if graduates' education had prepared them well for the workplace. They were also used to get the graduates' feedback to improve the quality of study programs and to revise the curriculum if necessary (University of Namibia, 2011). Mercado (2010) added that graduate tracer study is a survey meant to trace graduates from their alma mater to their place of employment or self-employment.

According to the National Institute for Skill Development (1992), follow-ups and assessments were very necessary for all educational and training courses. This was to determine whether there were deficiencies in the program. Moreover, it aimed to assess if the training and knowledge/skill imparted served its purpose.

In a graduate tracer study conducted in a vocational institute in Thailand, the National Institute for Skill Development (1992) found out that the trainings should be in line with the advancement of the technologies. Moreover, there should have been more practical trainings for their students than theoretical trainings with at least 6 months of training period. Hence, it was vital to have a follow-up and assessment to correct any mistakes and improve any weaknesses in the institutions.

In the Universiti Utara Malaysia (UUM), Abdullah, Mohamad, Bakar, Hashim, and Yeng Keat (2013) conducted a tracer study of Bachelor in Entrepreneurship (BEnt) Program. The study involved 61 respondents. Though the program has prepared students in a profession associated with entrepreneurship, there were still a lot of improvements to be done in BEnt. Therefore, their paper has proposed steps and recommendations in UUM and the government of Malaysia. This was to improve and develop the BEnt curriculum in creating quality entrepreneurs.

During 1980s and early 1990s, there were also a number of graduates in the Philippines. This became one of the most critical issues for they could not find a

job that matched with their educational skills. If given a chance to practice their degree, these educated people could lift up our economy. The sad truth was that when they become stagnant or take jobs beneath their skills and qualifications, this could result to another major problem (Macatangay, 2006).

Moreover, the same dilemma haunted us until now. It has become a challenge for our graduates who are using education to land a stable job. The outcome of the Evaluation of Graduate Program in the Philippines (EGEP) confirmed that the quality of graduates from the Teacher Education programs was in the weakening state in the entire country. Additionally, there was a gradual decline in the performance of teachers based on the result of the Licensure Examination for Teachers (LET) conducted by Professional Regulation Commission (PRC) (Commission on Higher Education, 2010).

Boholano (2012) cited that there were several factors that should be considered in teaching employability in the Philippines. These were educational qualification, academic performance, demonstration skills, communication skills, and technology skills. It was revealed that teachers major in Biological Sciences have the highest rate of teacher employment. This was followed by Mathematics, and then Physical Science majors. The BSED English majors were employable as well in which 73.61% of them were hired in the public schools.

On the other hand, other fields of specialization such as Physical Education, Filipino, Social Sciences, Music, Arts, and Health got low teacher employment rate in both private and public schools. Most of them worked at Business Process Outsourcing (BPO) as call center agents (Boholano, 2012). Furthermore, some teacher education graduates mentioned that though they did not practice teaching, they foresee themselves as part of the workforce related to teaching. Most of them applied jobs such as guidance counselors, teacher assistant, librarians, and other works related to child caring. It only means that teachers who specialized in English, Mathematics, and Science have high rates to be hired as teacher compared to those who got other fields of specialization (Abulon & Rungduin, 2015).

For several years, our country experienced teacher shortage in public schools based on the Basic Education Information System (BEIS) Teacher Deployment Analysis. There were schools with pupil/student-teacher ratio of less than 40:1, but at the same time, there were many schools which badly needed teachers. As such, Department of Education came up with a solution to transfer teachers from one school to another. With this, they could ensure the balance of teacher deployment (Department of Education, 2013).

According to Arcelo and Sanyal (1987), higher education's role was not just to provide academic learning. It has to impart the necessary skills for economic growth to the learners so that the country's natural resources would become useful for future generations.

Thus, the Department of Teacher Education under the College of Education of Visayas State University (VSU) in Baybay City, Leyte, Philippines has conducted the tracer study to ensure that they continually produce quality and globally competent education students. Moreover, the college wanted to ensure that the skills and knowledge imparted to the graduates were relevant to the current industry.

## FRAMEWORK

The respondents of the study were the BEED and BSED graduates from the SY 2005-2012. They were asked about their employment status after graduation, their experiences in the agencies they worked with, and their reasons for having no job.

According to Manchester Metropolitan University (n.d.), employability is the improvement of abilities, skills, and personal attributes that could enhance one's capability of getting secure satisfying and rewarding outcomes economically and socially. Formal/informal career management, trainings, job experiences, education, and tenure were the factors that could influence employability (Juhdi, Pa'Wan, Othman, & Moksini, 2010). Furthermore, most employers seek the following skills, personal attributes, and abilities in an employee (Manchester Metropolitan University (n.d.):

- Self-management
- Thinking and solving problems
- Commercial and customer awareness
- working together and communicating (teamwork)
- Communication and literacy
- Application of numeracy
- Application of Information technology
- positive approach (A 'can-do' approach)

The feedback of the respondents on their degree curriculum and other aspects of the university were also studied. The identified independent variables were educational, biographical, and personal background of the graduates. Moreover, the dependent variables were their employment background such as employment status, job experiences and agencies they have been working, reasons for not getting a job for unemployed, and the graduates' feedback.

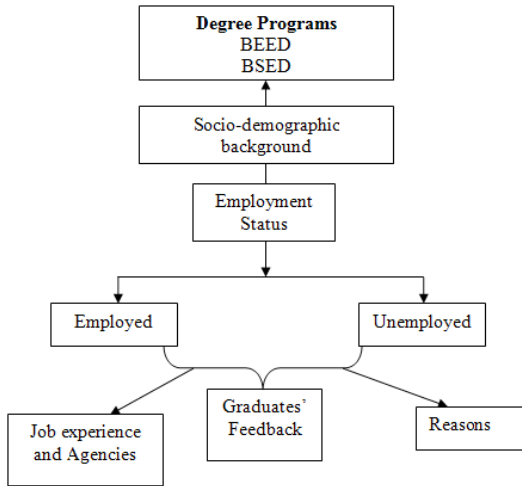


Figure 1. Relationship of the independent and dependent variables

### OBJECTIVES OF THE STUDY

The study sought to describe the socio-demographic characteristics of the graduates. It aimed to ascertain their employment status and job experiences. Moreover, it also aimed to determine the factors affecting their employability; and identify policy implications and recommendations for the improvement of tertiary education curriculum of the university.

### METHODOLOGY

The study used the descriptive survey research design. This was administered by either an interview or a written questionnaire to get the image of beliefs and behaviors of the respondents. The chosen sample served as the representative of the population of interest.

There was a total of 139 respondents in this study. Ninety-two of the respondents were graduates from BEED program; 47 of them were from BSED degree program. Snowball sampling technique was applied through the help of the graduates being surveyed. The researcher sought permission from everyone who served as respondents of the study.

In gathering the data, survey questionnaires were sent via mail to the respondents. Due to the low response or retrieval rate, face-to-face interviews and house-to-house visits were done as well. There was also a compilation of the list of the graduates' phone numbers obtained from their friends, relatives and anyone who had information about any graduates.

The collected data were tabulated in Microsoft Excel and coded for analysis. Then, frequencies and percentages were used to describe the data obtained from the survey.

## **RESULTS AND DISCUSSION**

### **Selected Demographic Characteristics and Provincial Origin of the Graduates**

More than half of the respondents were 25-28 years old. They were hired as regular or permanent workers (37.21% and 41.86% respectively, according to their age range). Some of them (7.19%) were 21-22 years old and already employed. The age range of 25-26 years old had the highest number of respondents (28.78%) who were hired as regular or permanent workers. Almost three-fourths were female and most of them were single and living in municipalities of Leyte and other provinces.

### **Distribution of the graduates by degree program completed and school year**

More than a quarter of the BEED respondents graduated during the School Year 2006-2007. This was followed by School Year 2009-2010 which was a little less than a quarter. Most of the BSED respondents were from the school year 2011-2012 while the other years have almost the same number of respondents which was less than one-third. In total (BEED and BSED combined), the School Year 2009-2010 has the highest number of respondents.

### **Reasons for taking the course**

Table 1 showed the major reasons for the respondents' choice of program in college: influence of parents and relatives (64.75%), affordability to the family (57.37%), strong passion for the profession (41.80%), good grades in high

school (39.34%), immediate employment (35.25%), and inspired by a role model (35.25%). These reasons were given by both employed and unemployed graduates across employment classifications.

Parental involvement played an important role in the college decisions of future students (Noel-Levitz, 2009). Especially that in the Philippines, Filipinos are well-known as family oriented. Filipino parents usually have a strong connection to their children. Even siblings were willing to give way or sacrifice for each other (Tan, 1997). Furthermore, considering that most of the respondents came from poor families, it was expected that affordability to the family came second in the ranking. However, it was surprising to find out that strong passion for the profession came third in the rank. A greater passion for the profession motivated any person to maximize his/her efforts and capabilities.

Table 1. Reasons of graduates for their choice of program in college

REASONS FOR CHOOSING THE PROGRAM	CURRICULAR PROGRAMS					
	Bachelor of Elementary Education		Bachelor of Secondary Education		Total	
	No.	%	No.	%	No.	%
Influence of parents or relatives	53	67.94	26	50.09	79	64.75
Affordability to the family	34	43.58	36	81.82	70	57.37
Strong passion for the profession	27	34.61	24	54.54	51	41.8
Prospect for immediate employment	26	33.33	17	38.64	43	35.25
Good grades in high school	25	32.05	23	52.27	48	39.34
Inspired by a role model	23	29.48	20	45.45	43	35.25
Availability of course offering in chosen institution	20	25.64	15	34.09	35	28.68
Status or prestige of the profession	18	23.07	-	-	18	14.75
Peer influence	17	21.79	14	31.81	31	25.41
Prospect of career advancement	11	14.1	9	20.45	20	16.39
Prospect of attractive compensation	9	11.53	2	4.54	11	9.02
High grades in the course or subject	8	10.25	10	22.72	18	14.74
Area(s) related to the course	8	10.25	10	22.72	18	14.74
No particular choice or no better idea	5	6.41	1	2.72	6	4.92
Opportunity for employment abroad	3	3.84	1	2.72	4	3.28

\*Multiple responses



### Employment Status of the Graduates

It was revealed that more than three-fourths of the respondents from BEED and BSED were employed. Only a few of the respondents were unemployed or never-have-been-employed (5.41% and 6.08%, respectively). From the two degree programs whose respondents were employed, 54.96% were hired as regular or permanent. This was followed by contractual workers (36.64%) mostly graduates from BEED degree. Only a few reported that they were hired as temporary (6.11%), casual (0.76%), and self-employed (1.53%).

### Reasons why not employed

Table 2 showed the reasons for not being employed yet. The top reason for not yet being employed was no job opportunities. Based on the study conducted by Arcelo & Sanyal (1987), lack of job opportunities topped as the major factor for the delayed hiring of graduates from teacher education institutions. However, they argued that unemployment is not all about having no job vacancies for there are job openings in the Philippines. It was just that unemployed graduates wanted a job that suited their field of specialization. It only means that there were insufficient job vacancies in the Department of Education (DepEd) despite their efforts in reducing unemployment rate.

Additionally, Arcelo & Sanyal (1987) added that there was also an instance that graduates refused a job offered for them due to several reasons. It could be because of personal preferences; not only economic-related but also family-related, educational-related, and self-related reasons.

Table 2. Reasons of graduates for not yet being employed

REASONS*	CURRICULAR PROGRAMS					
	Bachelor of Elementary Education		Bachelor of Secondary Education		Total	
	No.	%	No.	%	No.	%
No job opportunity	11	68.75	-	-	11	68.75
Family concern and decided not to find a job	5	31.25	1	100	6	37.5
Lack of work experience	4	25	-	-	4	25
Did not look for a job	4	25	-	-	4	25
Waiting for the rank	2	12.5	-	-	2	12.5
End of contract	1	6.25	-	-	1	12.5

Health-related reason(s)	1	6.25	-	-	1	12.5
Advance or further study	1	6.25	-	-	1	12.5

\*Multiple responses

**Grade Point Average (GPA), PRC Licensure, and Employment Status**

The largest number of BEED (34.78%) and BSED (36.17%) graduates had a GPA of 1.76-2.00. Forty-three out of 92 BEED respondents were employed and hired as regular or permanent employees. For BSED graduates, 29 out of 47 were hired as regular or permanent employees.

All of the respondents reported information about their GPA in college. Of this number, 131 respondents were employed and only 8 were unemployed. The two biggest numbers of employed graduates came from the GPA range of 1.51-1.75 and 1.76-2.00. Additionally, almost all of them were hired as regular or permanent employees.

Among graduates who are Professional Regulation Commission (PRC) passers, the employment rate for the passers of Licensure Examination for Teachers (LET)-Secondary was higher than LET-Elementary. Among 86 LET-Elementary passers, 5 of them were still unemployed. However, all of the LET-Secondary passers (41 out of 41) were employed. This also means that 12 out of 139 respondents of this study did not take or did not pass the LET. Lastly, only 1 respondent took the National Police Commission (NAPOLCOM).

**Present Occupation/Company or Organization of the Graduates**

Most of the employed graduates were working as grade school teachers (40.91%), secondary teachers (22.73%), and kindergarten/preschool teachers (12.88%). It was revealed that 89.4% of the respondents were working in the education sector. This implied that there was high percentage of the respondents who practiced their professions. On the other hand, the rest of them were self-employed, call center agent, science research aide, sales representative, and police who added to the percentage of underemployment in the Philippines. According to Oxford Dictionaries (2015), underemployment is a condition of a person who was not paid enough for his/her work or not utilizing his/her skills and abilities on work. Nevertheless, it was also noted that there were 5 respondents who did not reveal their current occupation. It was likely that they were not employed.

Table 3. Distribution of graduates by present occupation

OCCUPATION	CURRICULAR PROGRAMS					
	Bachelor of Elementary Education		Bachelor of Secondary Education		Total	
	No.	%	No.	%	No.	%
Grade School Teacher	51	60	3	6.38	54	40.91
Secondary School Teacher	1	1.17	29	61.7	30	22.73
Kindergarten/Pre-school Teacher	16	18.82	1	2.13	17	12.88
College Instructor/Teacher	2	2.35	8	17.02	10	7.57
Part-time Instructor	2	2.35	3	6.38	5	3.79
Self-employed	3	3.52	-	-	3	2.27
Graduate Teaching Assistant	2	2.35	-	-	2	1.52
Call Center Agent	2	2.35	-	-	2	1.51
Science Research Aide	2	2.35	-	-	2	1.51
Sales Representative	-	-	1	2.13	1	0.76
Police	-	-	1	2.13	1	0.76
No Response	4	4.7	1	2.13	5	3.79
Total	85	100	47	100	132	100

### Job-Search Strategy and Job-Search Time

The majority of the respondents searched jobs through recommendation by known personalities (33.60%), information from friends (25.14%), walk-in application (24.58%), and through advertisements (10.05%).

In terms of length of job search, a little more than one-third of the employed respondents obtained their first job within one to six months (36.69%), followed by one year to not less than two years (23.74%) and less than a month (20.86%). A few of them had taken two years and above (10.79%) before they were able to find a job. However, some of them took seven months to 11 months (7.91) to get a job.

Arcelo (1998) cited that it takes time to search for an employment. According to him, accreditation status of the university could play a vital role in the waiting period of the graduates. It was discovered that graduates from long-time accredited private colleges and universities have shorter job-search time with an average of 3.83 months. Those who graduated from institutions that have just started subjecting to accreditation level, they experienced a little longer search

time with an average of 4.19 months. Lastly, products of non-accredited colleges and universities experienced the longest job-search time at 4.51 months.

This is one of the reasons why the College of Education would undergo a program accreditation under the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP) standards. AACCCUP was a type of quality assurance processed under which services and operations of educational institutions or programs were assessed by an external body to identify if applicable standards were met. If standards were met, accredited status would be granted by the agency. Two programs (BEED and BSED) of the Department of Teacher Education were qualified for a Level IV-phase II accreditation in the month of March, 2016. This was likely a big help for teacher education graduates in the Visayas State University in getting an immediate job after graduation.

Table 4. Job-search strategy used by the graduates

JOB SEARCH METHOD	EMPLOYMENT CLASSIFICATION													
	Regular or Permanent		Temporary		Casual		Contractual		Self-employed		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Recommendation	28	46.67	5	8.33	-	-	23	38.33	2	3.33	2	3.33	60	100
Information from friends	25	55.56	1	2.22	1	2.22	17	37.78	1	2.22	-	-	45	100
Walk in application	27	61.36	3	6.82	-	-	11	25	-	-	3	6.82	44	100
Response to an advertisement	14	77.77	-	-	-	-	2	11.11	1	11.11	1	11.11	18	100
Arranged by school's job placement officer	2	40	-	-	-	-	1	20	-	-	2	40	5	100
Job fair or PESO	4	100	-	-	-	-	-	-	-	-	-	-	4	100
Online or Job-street.com	2	66.66	-	-	-	-	-	-	-	-	1	33.33	3	100

\*Multiple responses

### Relationship of the Graduates' First Job to their College Degree

More than three-fourths of the respondents (75.64%) who landed their first jobs were related to their course completed. The rest of them landed a job without any relation to their completed degree.

For those graduates who responded that their first job was not related to their course in college, the major reason given by them for accepting it included salaries and benefits received (85.52%). It could be possible that they do not earn more than by being a teacher. It was noted that the majority of teachers' initial monthly income (Refer to Table 5) ranged from below Php 5,000 (USD 111) – Php

10,000 (USD 222)/month. Possibly, most graduates valued income compared to degree-related-job experience. Being part of a low-income family might have also pushed them to try other professions. Also, proximity to residence (78.94%), career challenge (56.57%), and special skills (48.68%) were the graduates' other reasons for having the job.

Abulon and Rungduin (2015) added that there were several reasons why some teacher education graduates did not pursue their profession. The following reasons for not pursuing teaching included negative teaching experiences, aversive experiences, better appraisal in other professions, physical and environmental concerns, comparison of credentials with others, providing support for the family, health concerns, low self-esteem or negative self-evaluation, uncertainty about teaching career, and mismatched personal characteristics with teaching.

**Initial Gross Monthly Income by Degree Program**

In terms of initial gross monthly income in the first job, the biggest number of BEED graduates (39.13%) earned Php 5,000 (USD 105.85) – Php 10,000 (USD 211.71)/month. The BSED graduates (38.30%) also revealed that they earned the same income (See Table 5). It was perceived that almost the latter income brackets came from the 89.4% graduates who were working in the education sector. Again, it was not surprising why most of the graduates preferred other professions than teaching. Nevertheless, if one has passion on something, there's a possibility that he could endure everything at first. Then, once given a tenure status, most probably, everything would also follow such as increase in salary and future promotions.

**Table 5. Initial gross monthly income of graduates during their first employment by curricular programs**

		INITIAL GROSS MONTHLY INCOME											
		Below Php. 5,000 (USD 105.85)		Php. 5,000 (USD 105.85) -less than Php. 10,000 (USD 211.71)		Php. 10,000 (USD 211.71) -less than Php. 15,000 (USD 317.56)		Php. 15,000 (USD 317.56) -less than Php. 20,000 (USD 423.41)		Php. 20,000 (USD 423.41) and above		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BEED		24	26.29	36	39.13	15	16.3	13	14.13	4	4.35	92	100.0
BSED		5	10.64	18	38.3	14	29.8	9	19.14	1	2.12	47	100.0
Total		29	20.86	54	38.85	29	20.86	22	15.83	5	3.6	139	100.0

## **Reasons for Staying and Changing Jobs**

The respondents' top reason for staying on their jobs was related to the course of study (75.64%). This was a remarkable finding despite the fact that teaching was not most of the respondent's personal choice. In the study conducted by Abel, Deitz, and Su (2014), they found out that college degree mattered a lot in finding a good job after graduation. Those graduates who got a degree in technical training, or a degree that geared towards economic improvements, such as education and health, likely tend to do well in the industry. Salaries and benefits (67.95%) ranked second. It was perceived that these graduates obtained a job with higher salaries and benefits. Salary increase and benefits of workers could motivate employed graduates to stay on their job. Career challenge (55.13%), special skills (44.87%), and proximity to residence (35.89%) were the other reasons cited.

Ironically, almost the same reasons were also given why other employed graduates switched from their first job to others. Salaries and benefits (77.58%) ranked first. Most probably, these graduates landed a job which has lower starting salaries and benefits. Again, most of the respondents came from low-income family. Therefore, it was not surprising to know that they changed a job in which they could earn more. Next on the rankings were career challenge (50%), special skills (44.82%), and proximity to residence (31.03%).

## **Relevance of Course in College to their First Job**

Majority of the employed graduates from both BEED and BSED degrees reported that their courses in college were relevant to their first job. Only a few of the respondents from BEED graduates (14.13%) and BSED graduates (8.51%) reported that the courses completed do not have any relevance to their first job.

## **Skills and Competencies Found Most Useful**

Among the skills and competencies learned in college, teaching skills (91.06%) was the most useful to the graduates in their first job as well as communication skills (83.74%), and human relation skills (74.79%). Other skills reported were critical thinking skills (52.03%), problem-solving skills (48.78%), information technology skills (35.77%) and entrepreneurial/managerial skills (11.38%).

## **Study Conditions and Provisions**

Among the study provisions and conditions presented in the university, the graduates rated teaching quality of faculty as very good. The following were

rated as very good as well: accommodation facilities in campus, equipment, and stocking of libraries, academic advice offered, and structure of degree program. On the contrary, few of the graduates rated very bad on the study conditions and provisions.

### **Suggestions to Improve Curricular Programs**

Some of the graduates suggested that for VSU to improve its curriculum, provision of more trainings, seminars and workshops related to the curricular program was necessary. Some said that the internship of the student teachers should be done in two-semester to enable them to experience the real scenario of classroom setting. In addition, there should be an integration of courses that would boost communication skills/human relation skills.

Furthermore, they suggested improving teaching skills/strategies, focusing on actual application, and increasing hands-on activities. Others proposed adding more subjects like geometry, calculus, statistics, and adding more computer subjects. Respondents also suggested to provide more techniques in teaching/ demo-teaching; require more time on the subjects taken since the course specialization was too broad which includes four fields; Music, Art, Physical Education and Health.

## **CONCLUSIONS**

The majority of the respondents were 25-28 years old and female. Most of them were single and living in municipalities of Leyte and other provinces. Their choice of program in college was influenced by their parents and relatives (64.75%) followed by affordability to the family and strong passion for the profession. The majority of BEED and BSED graduates were hired as regular or permanent workers. Only a few of them were unemployed or never-have-been-employed. It means that the education sector was not able to cater the employment needs of the Teacher Education graduates. Passing the LET and other necessary requirements and qualifications are not assurance for landing a job in the education sector. It was revealed that the main reasons for changing their first job as well as accepting the job though it were not related to the degree program completed— salary and benefits. The graduates suggested that for VSU to improve its curriculum, provision of more trainings, seminars, and workshops related to the curricular program was necessary. Some said that the internship of the student teachers should be done in two semesters for them to experience the

real scenario of classroom setting. In addition, there should be an integration of courses that would boost communication skills/human relation skills.

## TRANSLATIONAL RESEARCH

The findings of this study would serve as a basis for the development of the tertiary education curriculum and faculty development for some of the colleges in the university. Because of the findings of this study, the College of Education has imposed an admission policy that future enrollees in both BEED and BSED degree programs should be given an oral interview prior to admission to determine their passion for teaching. A greater passion for the profession motivated any person to maximize his/her efforts and capabilities.

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