



A TRACER STUDY ON THE ELEMENTARY EDUCATION GRADUATES FROM ACADEMIC YEAR 2015 TO 2019: EMPLOYMENT IN FOCUS

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ABSTRACT

This tracer study aimed to determine the graduates' employment rate and employability status of graduates under the Bachelor of Elementary Education – Generalist from batch 2015 to batch 2019 within a local college in Kapalong, Davao del Norte. Also, it identified the level of attitude to work, quality education provision of the institution and the graduate's skills and abilities development. Descriptive method of research was utilized in this study with a total of 209 respondents using the researchers-made tracer survey questionnaire that was conducted online with the used of Google Forms. Survey showed that the employment rate of elementary education graduates was 85.16% of which 61.8% is working as teachers. Further, as to those whose work is non-teaching, 40.7% of them is working in the government, 48% is working as online sellers, validator and enumerator, 3.4% as call center agent, 3% as office-based clerk and 1.7% as domestic helper. Then, 31.6% are regular employees, 29.9% are full-time employees, 15.5% are self-employed, 11.5 are working on contractual basis and 6.9% are part-time employees. Meanwhile, survey showed that there are only 10% of the graduates who pursued further graduate and post-graduate studies. The level of attitude to work, quality education provisions of the institution as well as skills and abilities development obtained a very high descriptive rating which means that the elementary education graduates always manifested the said behaviors. Results showed that elementary education graduates lack knowledge and skill with multidisciplinary research. Thus, it is recommended that the institution will strengthen the implementation of thesis writing in the academe to hone and practice these future educators.

INTRODUCTION

The feedback of graduates through tracer study is one reliable indicator to affirm the effectiveness of the educational institution in providing quality education and services. This process is significant to continuously improve the curricular programs to respond to the changing educational landscapes, and the emerging needs of industry. Further, the knowledge-based society and knowledge economy seek new and appropriate skills to meet countries' growing global and economic development which can be answered by a tracer study (Morales, 2017).

Also, another important aspect of tracer study is for being an ideal tool of providing demonstrable evidence of course outcomes as it permits institutions to map the pathways of their clients. Hence, findings of tracer studies enable educational providers to evaluate the effectiveness of their academic programs (Fisher & Chapman 1995; Kongmanus, 2016).

Globally, Higher Education Institutions (HEIs) conducted a regular tracer study to get the most reliable feedback from its graduates on their program's effectiveness. In Africa, Flomo (2013) investigated the congruence between higher education and the labor market among college graduates. Additionally, the tracer study conducted by European Training Foundation (2017) supplemented the existing knowledge on the skills that

graduates of secondary education and vocational schools and HEIs have to offer and to determine the experiences of the graduates in their transition from education to the world of work. In Southeast Asia, Nazron, Lim, and Nga (2017) investigated the relationship between graduates' soft skills attributes and employment status in Malaysia using empirical evidence obtained from a tracer study.

In Cebu, Cañizares (2015) attempted to trace the Science and Mathematics Education (SME) graduates of the University of San Carlos, College of Education from AY 2009-2010 to AY 2011-2012 to determine the relevance of its curricular programs in meeting the needed manpower and the impending full implementation of the K-12 program. A total of 65 SME graduates were identified of which 43 served as survey respondents with a response rate of 66.2%. Data showed that the great majority of the respondents took and passed the Licensure Examination for Teachers (LET) in their first take, with two topnotch examinees and were mostly employed as full-time permanent teachers. Their retrospective evaluation of the curriculum indicated that its best aspect was the sequencing of the subjects.

In Davao del Sur, a tracer study with the elementary education graduates was conducted and results have shown that in the years 2001-2007, graduates were hired 6 months or below on their first jobs and having been hired more than 2 years in the



same job acquired after graduation with a monthly salary range of PhP20,001-30,000. The employed respondents were working in the non-denominational public sector in the local geographical field of work having been employed in a large-scale type of organization. There were 21.43% unemployed respondents which have common reasons of unemployment. Reasons include family matters, search for high paying jobs, health-related reasons, lack of work experience, pursued advanced studies, just for relaxation, and have plans to get a job outside the country. Lastly, there were 87.18% employed respondents whose present job matches their field of specialization and who are also claiming that the communication skills learned in college were found very useful in their current jobs (Lumando & Silat, 2016).

In the local setting, one of the local college in Kapalong started its operation last 2005 and it was the very first local college to be accredited by the Association of Local Colleges and Universities – Commission on Accreditation (ALCUA) Level 1 in Region XI. Now, in its desire to continually upgrade and enhance its teaching pedagogies to educate and train young professionals to be part of the ranks of young professionals worldwide, the institution deemed it fit to conduct a tracer study for its professional graduates to establish their employability including employment status. Also, this is for the institution to acquire insights or suggestions as to what improvements or innovations can be introduced into the current curriculum to further strengthen the viability of its young professionals related to their field and course of expertise.

Thus, it is now in this premise that this tracer study was conducted to check the employment rate and employment status of the graduate students as well as their self-rated evaluation about their attitude to work, the quality education provision of the institution and the development of skills and abilities of the graduates from Bachelor of Elementary Education (BEED) Generalist. This is for the institution to response its social obligations and values by developing and designing curriculum which will ensure the employment of the students after graduation and to further strengthen and develop its continuous offering of quality education.

OBJECTIVES OF THE STUDY

The primary purpose of this study was to:

1. Describe the demographic characteristics of the graduate-respondents in terms of:
 - 1.1. sex when grouped per academic year;
 - 1.2. civil status;
 - 1.3. age;
 - 1.4. year graduated; and
 - 1.5. educational attainment and development;
 2. Describe the employment profile and features of the graduate-respondents in terms of:
 - 2.1. employment rate;
 - 2.2. employment status;
 - 2.3. level of income;
 - 2.4. period of seeking the first job after college
 - 2.5. relevance of college degree to the present job;
- and
- 2.6. job mismatching.

3. Describe the level of the graduates-respondent self-rated evaluation with their attitude to work?

4. Determine the level of the graduates-respondent self-rated evaluation with the quality of education provision of the institution?

5. Determine the level of the graduates-respondent self-rated evaluation with the skills and abilities obtained in the institution and its usability with their present occupation?

METHODS

Design

This study used the descriptive method of research because this tracer study involved a collection of quantitative information that were tabulated in numerical form which is the very nature of descriptive studies. This research method primarily focuses on describing the nature of a demographic segment, without focusing on why a particular phenomenon occurs. In other words, it describes the subject of the research, without covering why it happens (Pamaran & Pamaran, 2013). Further, it also involves collecting data to test hypotheses or to answer questions. It likewise determines and reports the way things are. Lastly, descriptive research is a type of scientific research that describes an event, situation, phenomena or fact systematically dealing with certain area or population (Gay, 2016). In the study, the descriptive method of research was utilized to describe the employment rate and employment status of the Elementary Education – Generalist graduate of Kapalong College of Agriculture, Sciences and Technology. This is to quantify to what extent is the employment rate of the graduates to describe the employment status as well as their demographic profile specifically, with their gender, age and civil status.

Population and Sample

Primarily, the population and sample of this tracer study were the graduates of Bachelor of Elementary Education – Generalist in Kapalong College of Agriculture, Sciences and Technology from academic year 2015 up until academic year 2019. Hence, the study used complete enumeration random sampling since the very purpose of the study is to track and trace graduates in terms of their employment status and rate. To be specific, in year 2015, there were 66 graduates of which there were 21 males and 45 females; in year 2016, there were 5 males and 45 females; in year 2017, there were 12 males and 61 females which made a total of 73 graduates; in year 2018, there were 109 graduates to which 20 of this were males and another 89 females; lastly, in year 2019, there were 17 males and another 88 females which made a total of 105 graduates. Thus, the total population and sample of this study were 75 males and 323 females for a total of 398 Elementary Education graduates.

Research Instrument

The research instrument used in this study was a researcher-made which was validated by panel of experts in the field of research. After validation, the survey questionnaire was pilot tested in a total of 50 students who are all graduate students. Result of the Cronbach alpha was 0.955 which can be interpreted that the internal consistency of the questionnaire is excellent.



Data Collection Procedure

Data collection is defined as the procedure of collecting, measuring and analyzing accurate insights for research using standard validated techniques. Further, in most cases, it is the primary and most important step for research, regardless of the field of research (Questionpro, 2020). Thus, the following were the primary steps taken responsibly by the researcher to gather the needed data of the study.

First, since the population and sample of the study included the Bachelor of Elementary Education graduate students of the institution, the researcher asked the data of the total number of graduates from academic year 2015 to academic year 2019 to the college registrar so that exact and accurate data will be considered and prioritized.

Second, after getting the total number of graduates, the researcher drafted and created the survey tracer questionnaire which determined the employment rate, employment status, educational attainment and development, attitude to work, quality education provision, and skills and abilities development of every graduate.

Third, the researcher validated the created survey questionnaire to its internal and external validator who were all experts in the field of research and holds doctorate degree in their own field of specialization. After validation, it undergone pilot testing which was conducted in different locale. The result of the reliability test was 0.908 described as excellent for attitude to work, quality of education provision, and skills and abilities.

Fourth, after drafting the survey questionnaire, the researcher started tracing the graduates as to their employment status and rate, educational attainment and development, attitude to work, quality education provision, and skills and abilities development which was done through google forms.

Fifth, after the graduate students completely answered the questionnaire, the researcher retrieved the questionnaire and started the tally in preparation for the data analysis and data treatment.

Lastly, the data was analyzed and interpreted by the designated statistician of the institution for the tabular and graphical presentation of the retrieved data for easier and better understanding of the result.

Data Analysis

For analyzing the data, mean was used for getting the average score in measuring the level of graduates’ attitude to work, evaluation of quality education provision and the development of different skills and abilities.

RESULTS AND DISCUSSION

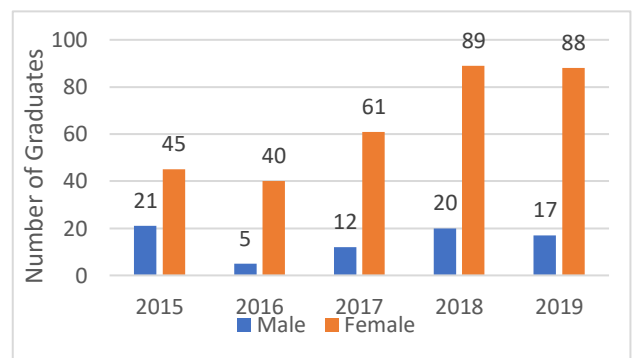
The results and discussion are presented in answer to the set objects of the study.

Demographic Characteristics of the BEED Graduates

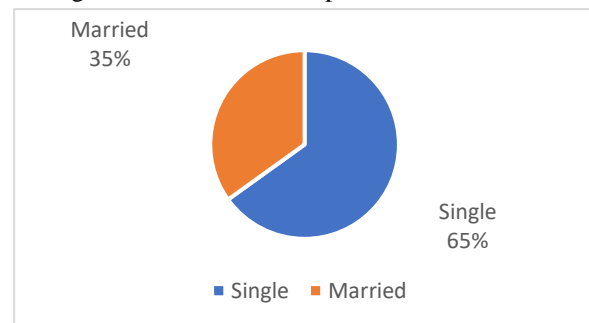
One of the main objectives of this tracer study is to describe the demographic characteristics of the Elementary Education

graduates from academic year 2015 up until academic year 2019. These demographic characteristics includes the sex, civil status, age, year graduated, and educational attainment and development.

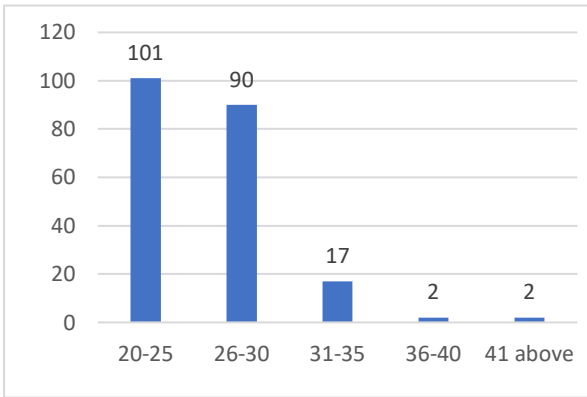
Sex. Shown in figure is the total number of Bachelor of Elementary Education graduates from the school year 2014-2015 to school year 2018-2019. In batch 2015, with the total of 66 number of graduates, 21 or 32% of this are males and the remaining 45 or 68% are females. In batch 2016, with the total of 45 number of graduates, 5 or 11% of this are males and the remaining 40 or 88% are females. In batch 2017, with the total of 73 number of graduates, 12 or 16% of this are males and the remaining 61 or 84% are females. In batch 2018, with the total of 109 number of graduates, 20 or 25% of this are males and the remaining 89 or 75% are females. Lastly, in batch 2019, with the total of 105 number of graduates, 17 or 25% of this are males and the remaining 89 or 75% are females.



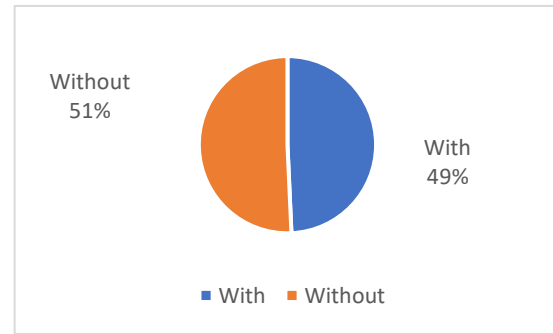
Civil Status. Shown in the figure is the civil status of the Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019. Data showed that 65% or 164 graduate students are single and 35% or 45 graduate students are married. Also, listed in the survey questionnaire are the options widowed and separated but none of the graduates having this civil status in the present time.



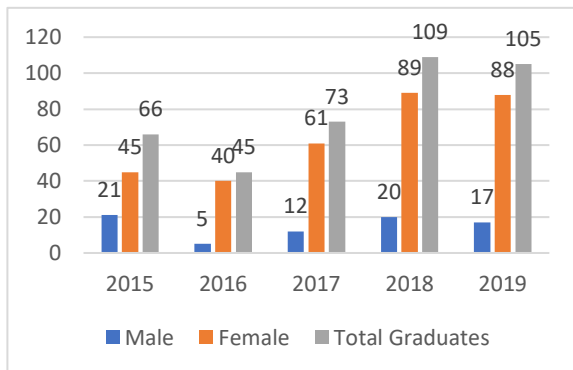
Age. Shown in the figure is the age of the Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019. From the total of 209 graduates who responded to the online survey conducted through google forms, there are 101 graduates whose age ranges from 20-25, another 90 graduates whose age ranges from 26-30 and 17 graduates whose age ranges from 31-35 and there are 2 graduates whose age ranges from 36-40 and lastly, another 2 whose age ranges from 41 and above.



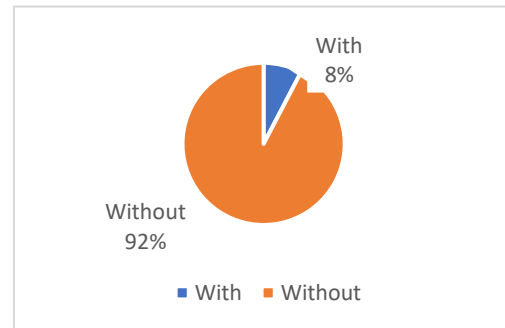
Year Graduated Shown in the figure is the total number of Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019. For the year 2015, there are 66 graduates of which 21 are males and 45 are females. In 2016, there are 45 graduates and 5 of these are males and the remaining 40 are females. In 2017, there are 73 graduates which composed of 12 males and 61 females. In 2018, there are 109 graduates of which, 20 of these are males and 89 are females. Lastly, in 2019, there are 105 graduates which composed of 17 males and 88 females.



Shown in the figure is the total number of Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019 who obtained and undergone post graduate degree or studies. The survey reported that there are only 8% of the graduates who obtained and undergone post graduate studies or degree and there are 92% who do not proceed to further studies. Further, survey reported that there are only two degrees which graduates obtained and these are the Master of Arts in Education major in Educational Management and Master of Arts in Elementary Education to which the source of their funding is their work and the institution which they enrolled are St. Mary’s College of Tagum and University of Mindanao.



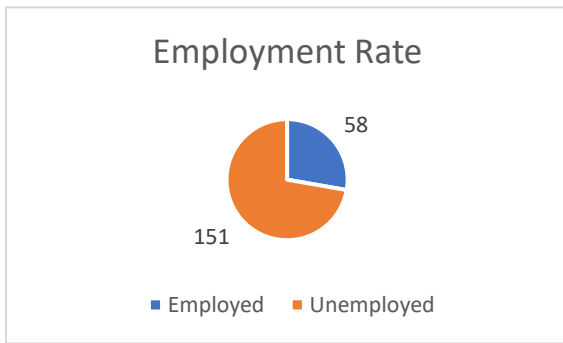
Educational Attainment and Development. Shown in the figure is the total number of Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019 who obtained a vocational education and/or national certificate. The survey reported that there 49% of the graduates who obtained vocational education and 51% who does not obtain vocational education. This vocational education includes Food and Beverage (FBS), Bookkeeping, Housekeeping, Animal Production, Computer Servicing, Massage Therapy, Poultry Production, Bread and Pastry and Health Care Services.



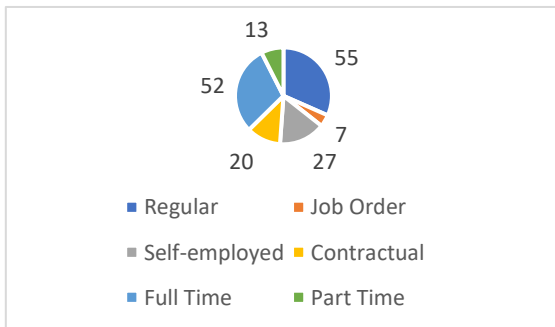
Employment Profile and Features of BEED Graduates

The second research objective of this tracer study is to determine the employment profile and features of the of Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019 which includes the following: employment rate; employment status; level of income; period of seeking the first job after college; relevance of college degree to the present job; and job mismatching.

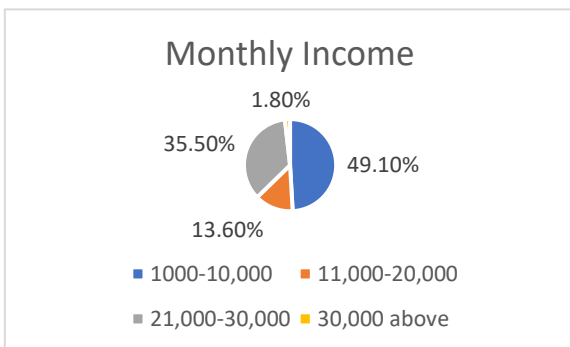
Employment Rate. Shown in the figure is the employment rate of Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019. The survey reported that with the total of 209 graduate students who positively responded to the online survey, 58 or 27.75% was unemployed and 151 or 72.25% was employed both in teaching which can be online, public schools, private schools or private tutors and non-teaching-profession which is specified in the next figure.



Employment Status. Shown in the figure is the employment status of Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019. Result of the survey showed that from the 174 graduate students who responded in this aspect, 55 of them are working as regular employee, 20 are on a contractual basis, another 7 working in job order, the other 13 is working part-time, the 52 graduate students are working as full-time employee and lastly, the remaining 27 graduate students are self-employed.

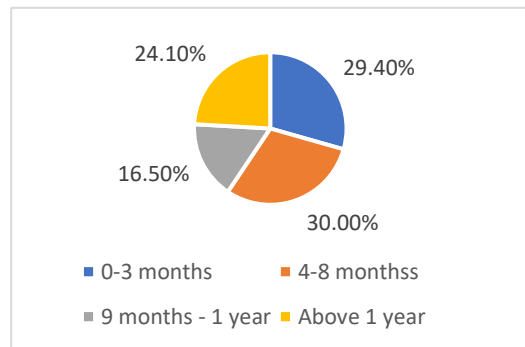


Level of Income. Shown in the figure is the monthly income of Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019. Result of the survey showed that from the 169 graduate students who responded in this aspect, there are 83 or 49.1% who earned 1,000-10,000 per month, 23 or 13.6% who earned 11,000-20,000 a month and another 60 graduate students or 35.5% who earned 21,000-30,000 a month and lastly, there are 3 graduate students or 1.8% who can earn 30,000 and above per month.

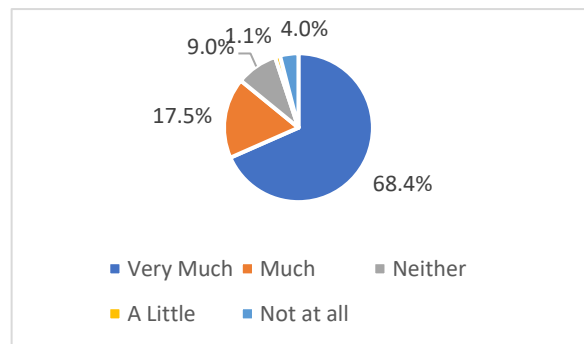


Period Seeking of Job After College. Shown in the figure is the range of period seeking of job after college of Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019. Result of the survey showed that from the 170 graduate students who responded in this aspect, there are 50 or 29.4% who took only 0-3 months to land with their first job, another 51 or 30% who are able to find job within 4-8 months. The other 28 or 16.5% are able to find job within 9

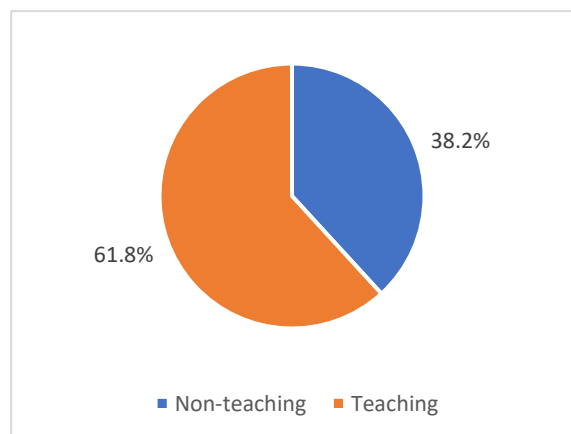
months to 1 year and lastly, the 41 or 24.1% landed a job after a year already.



Relevance of College Degree to the Present Job. Shown in the figure is the evaluation of the Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019 about the relevance of their college degree to their present job. Result of the survey showed that from the 177 graduate students who responded in this aspect, there are 121 or 68.4% chose very much relevant, another 31 or 17.5% chose much relevant and another 16 or 9% chose neither. The other 2 or 1.1% chose a little relevant and lastly, the remaining 7 or 4% chose not all.

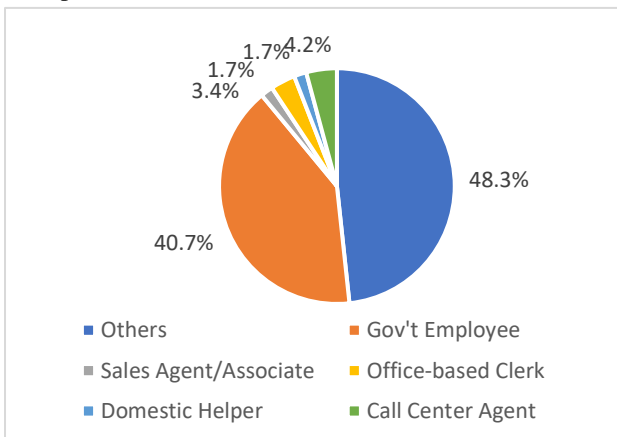


Job Mismatching. Shown in the figure is the job mismatching or job alignment of the Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019. Result of the survey showed that from the 178 graduate students who responded in this aspect, there are 110 or 61.8% of the graduate students who are working as teacher may it be in public schools, private schools, Higher Education Institutions (HEIs) or even online teaching. Meanwhile, the other 68 or 38.2% of the graduate students are non-teaching employee which is specified in the next figure.





Shown in the figure is the non-teaching job specifications of the Bachelor of Elementary Education – Generalist from academic year 2014-2015 to 2018-2019. Result of the survey showed that from the 68 graduate students who are non-teaching as shown in figure 17, 33 or 48.3% (others) are working as online seller, data encoder, enumerator, financial consultant and validator. The other 28 or 40.7% are working in the government. The other 1 or 1.7% is working as sales agent, associate and representative, the other 2 or 3.4% are working as office-based clerk and the other 1 or 1.7% is working as domestic helper. Lastly, the remaining 3 or 4.2% are working as call center agent and/or representative.



Level of the Bachelor of Elementary Education Graduates Attitude to Work

Shown in Table 1 is the level of the Bachelor of Elementary Education - Generalist graduates with their attitude to work which obtained and earned an overall mean score of 4.62 described as very high. This descriptive meaning and equivalent entails that the level of the BEED graduates' attitude to work is always manifested since the respondents strongly agree to all the identified sub-questions under attitude to work.

In the table, it showed that of all the ten sub-questions, item number 2 stating *I like the kind of job and work I am doing* obtained the lowest mean score of 4.52 with a descriptive equivalent as very high which means that the said item and/or construct is always manifested by the BEED graduates in their work or in their workplace. Meanwhile, the items which obtained the highest mean score of 4.73 are item numbers seven and ten stating *I have a good relationship with my colleagues and co-employees* and *I seek assistance and help from others whenever I have clarifications and queries* with a descriptive equivalent as very high which means that the said items and/or constructs are always manifested by the BEED graduates in their work or in their workplace.

Table 1.
Level of the Bachelor of Elementary Education Graduates Attitude to Work

Attitude to Work	Mean	Description
1. I am very interested, happy and satisfied with my work and it is very important for me.	4.56	Very High
2. I like the kind of job and work I am doing.	4.52	Very High
3. I accepted assignments and tasks given to me at work without complaints.	4.63	Very High
4. I arrived on time to prepare my work and extend working hours if necessary.	4.62	Very High
5. I can work better and functional under different working environment and situations.	4.64	Very High
6. I participated in all activities and events inside my workplace.	4.59	Very High
7. I have a good relationship with my colleagues and co-employees.	4.73	Very High
8. I submitted necessary documents and papers on time and beat deadlines.	4.62	Very High
9. I performed my task and job with excellence and outstanding quality.	4.56	Very High
10. I seek assistance and help from others whenever I have clarifications and queries.	4.73	Very High
Overall	4.62	Very High

Level of the Bachelor of Elementary Education Graduates Quality Education Provisions

Shown in Table 2 is the level of the Bachelor of Elementary Education - Generalist graduates with quality education provisions which obtained and earned an overall mean score of 4.62 described as very high. This descriptive meaning and equivalent entails that the level of the BEED graduates' quality education provision is always manifested since the respondents

always agree to all of the identified sub-questions under quality education provision.

From the ten sub-questions, item number three stating *conduciveness of the learning environment and atmosphere* obtained the lowest mean score of 4.28 with a descriptive equivalent as very good which means that the said item and/or construct is always manifested by the BEED graduates as they



studied in Kapalong College of Agriculture, Sciences and Technology (KCAST). Further, the items which obtained the highest mean score of 4.65 is item number two stating *quality of course contents from courses offered as well as the teaching*

and learning process which is described as very good which means that the said item and/or construct is always manifested by the BEED graduates as they studied in Kapalong College of Agriculture, Sciences and Technology (KCAST).

Table 4.

Level of the Bachelor of Elementary Education Graduates Skills and Abilities Development

Skills and Abilities	Mean	Description
1. Organizational and leadership skill.	4.30	Very High
2. Problem solving and critical thinking skills	4.32	Very High
3. Ability to work independently as well as teamwork and team play.	4.48	Very High
4. Creative thinking and creativity, initiative and taking a risk if necessary.	4.44	Very High
5. Time Management and decision-making skills.	4.38	Very High
6. Writing competence and skills including technical writing.	4.28	Very High
7. Communication and interpersonal skills.	4.44	Very High
8. Computer and ICT Skills	4.02	High
9. Technical and Entrepreneurial Skills	4.13	High
10. Ability to work under pressure.	4.43	Very High
11. Ability to write the essentials and basics of effective lesson planning.	4.44	Very High
12. Code of ethics applied to my teaching profession.	4.59	Very High
13. Knowledge with the different teaching methodologies, techniques and approaches through seminars and workshops.	4.46	Very High
14. Expertise about multidisciplinary research that is essential for understanding students' needs and interests.	3.92	High
15. Trainings, seminars and workshops about the preparation and evaluation of different instructional materials.	4.37	Very High
Overall	4.34	Very High

DISCUSSION

Below is the summary of findings based on the gathered data conducted through online survey using google forms, the conclusions drawn and the recommendations.

Demographic profile of the BEED Graduates

The first research objective of the study was to identify the demographic profile of the Elementary Education graduates from batch 2015 to batch 2019. Result of the survey showed that most of the graduates were female and majority of them are working as teachers. Also, more than half of the total population were single and their age ranges from 20 to 30 and only two of them ages 40 and above.

Further, studies explained that sex of a person influence and may affect their employment. A study about the employment of youngsters showed the different patterns of the employed and unemployed youngsters regarding sex, gender identity and their interaction in relation to perceptions of being employable. Meanwhile, concerning sex, women seem more confident about their employment chances when unemployed. In contrast, men feel more confident about their employment chances within their organization than women when employed (Cifre et al, 2018). Also, another proposition explained that women who want to work have a harder time finding a job than men. This problem is particularly marked in Northern Africa and the Arab States, where unemployment rates for women exceed 16%. Further, while vulnerable employment is widespread for both women and men, women tend to be overrepresented in certain types of vulnerable jobs: men are more likely to be working in own-account employment while women are more likely to be

helping out in their households or in their relatives' businesses (International Labor Organization, 2017).

On the other hand, one study emphasized and found that married women with young children at home who were able to work part-time were more satisfied with their work-life balance relative to those who were older and had no children at home. This only signifies that married woman who ca still works part-time tend and opted to be more successful compared to those who re married and having no children. Meanwhile, the opposite is true for mothers of young children working full-time (Kifle et al., 2014). Likewise, another study revealed the influence of civil status in looking for a job. The study revealed a significant three-way interaction to which finding statistically show significant differences in female mean applicant rating scores, such that lesbian women were rated higher when they were single compared with when they were married, and heterosexual females were rated higher when they were married compared with when they were single. Hiring managers should recognize that marital status, gender, and sexual orientation biases do effect hiring decisions and introduce unwanted bias. Hiring managers should also take precautionary actions to make sure that non-job relevant criteria do not influence their hiring decisions (Nadler & Kufahl, 2016).

Meanwhile, studies also revealed that that people are more likely to change jobs when they are younger and well educated, though not necessarily because they are more open to a new experience. Further, it was pointed out that both individual characteristics and the labor market are factors in career mobility and career changes. Thus, people were more likely to change their organizations, industries, and occupations when



they were younger, with the age effect being strongest (University of East Anglia, 2018). Lastly, another study revealed that task variety is more important for younger than older workers. For instance, survey research showed that younger workers with higher task variety are more satisfied with their jobs since they were able to perform differentiated and varied task. On the other hand, job attraction is stronger for older compared to younger workers to which it contradicts the idea that younger workers were more attracted to jobs with higher task significance than older workers (Zacher et al, 2017).

Educational Attainment and Development

This tracer study also describes the educational attainment of the Elementary Education graduates of which, result of the survey showed that half of the graduates earned and obtained a vocational educational degree and/or National Certificate Level II. This includes a national certificate in food and beverage, bread and pastry, bookkeeping, housekeeping, animal production, poultry production and computer servicing. In addition, some of the graduates as well continued and obtained degrees for further studies which are the Masters in Education major in Educational Management and Elementary Education.

In connection with this, survey showed that in 2019, the employment rate was higher for those with higher levels of educational attainment for the employment rate was highest for 25 to 34-year-old with a bachelor's or higher degree. Further, the employment rate for those with some college was higher than the rate for those who had completed high school which was higher than the employment rate for those who had not completed high school. The same pattern was observed among both sexes. For example, the employment rate for females was highest for those with a bachelor's or higher degree and lowest for those who had not completed high school (NCES, 2020). Also, another survey showed that the labor force in US has become increasingly educated over the last 24 years. From 1992 to 2016, the share of the labor force made up of people with a bachelor's degree and an advanced degree, includes people with master's, professional, and doctoral degrees, which has grown consistently, rising by 7 percentage points and 5 percentage points, respectively. Similarly, over the same time, the proportion of people with either less than a high school diploma or with a high school diploma but no college experience has declined by about 5 and 10 percentage points, respectively (Brundage, 2017).

Employment Profile and Features of BEED Graduates

Based on the result of the survey of this tracer study, more than half of the graduates are already employed and majority of them are working in the teaching profession may it be in public schools, private schools, online ESL teacher and also a full-time private tutor, however, some are working in the government, in call center agents' office-based clerk. Also, most of them are in regular status and part-time status to which earning 1000 to 20,000 per month.

In connection with this, a tracer study conducted also revealed that majority of the education graduates are Licensure Examination for Teachers (LET) passers, got their job within less than a month after graduating and currently employed with

salary ranging from P10,000.00 to less than P15,000.00 per month. Similarly, majority of them are competent and well-equipped in suiting the demands of the world employment market. Lastly, from the findings, the study recommends that the University should increase practice teaching hours and should conduct graduate tracer studies on a regular basis. The study also recommends that the Mentors' Society formulates intervention programs about financial literacy, self-branding, interpersonal skills, and career development (Herrera, 2017). Consequently, another tracer study revealed among the elementary education graduates, there were only 51 respondents who were LET eligible and only 2 were CSE qualified. There were only 5 holders of MAEd and none among the respondents were holders of Ph. D./Ed.D. degrees as their highest educational attainment. As to employment status, 32 were regular/permanent, 19 were contractual. The curriculum relevance according to the respondents was 75 and those who answered NO did not give any suggestions to further improve the curriculum. Among the competencies measured, communication skills ranked 1st, human relations ranked 2nd while entrepreneurial skills ranked 6th. It was significant to note that among the 120 respondents, 52 were self-employed (Dumas & Dumlao, 2015).

Level of the Bachelor of Elementary Education Graduates Attitude to Work

The level of the Bachelor of Elementary Education - Generalist graduates with their attitude to work was described as very high. This descriptive meaning and equivalent entails that the level of the BEED graduates' attitude to work is always manifested since the respondents strongly agree to all of the identified sub-questions under attitude to work.

In addition, this result is parallel to the study of which findings revealed that teachers' attitudes toward their work were influenced by eight variables: the support they received from their administrative team, their perception of the administration's consistency and values, their relationship with their principal, the behaviors of their coworkers, their experiences with teacher collaboration, the internal feelings they had about teaching, and the external forces that affected their careers (Beaver, 2016).

Also, it is emphasized that teacher attitudes, beliefs and virtues are more profound and important to the effectiveness of teaching than simply observable behaviors. further, the study also concluded that the belief systems of teachers have a dynamic, two-way connection with practice and are also vulnerable to change in light of practical experience (Muijs & Reynolds, 2015).

Level of the Bachelor of Elementary Education Graduates Quality Education Provisions

The level of the Bachelor of Elementary Education - Generalist graduates with quality education provisions was described as very high. This descriptive meaning and equivalent entails that the level of the BEED graduates' quality education provision is always manifested since the respondents always agree to all of the identified sub-questions under quality education provision.



This finding is in consonance to the study which pointed out that quality education can be measured from four perspectives: stakeholders' perceptions, quantifiable elements, course design elements, and external standards. Hence, it is recommended that definition of higher education quality should be aligned with required recognition of outside agencies. Still, there are studies which could not accommodate the perspective of students (Mitchell, 2016). Also, it was supported that quality education and sustainable development has significant relationship since study found that there is strong relationship between Quality Education and Sustainable Development Goals. Further, many studies by various national and international agencies related to 17 Goals of Sustainable Development found that quality education can bring big changes in the planning, policy making and implementation of the Sustainable Development Goals. The World community can achieve the Sustainable Development goals till 2030 with the help of quality education (Allam, 2019).

Level of the Bachelor of Elementary Education Graduates Skills and Abilities Development

The level of the Bachelor of Elementary Education - Generalist graduates with the skills and abilities development was described as very high. This descriptive meaning and equivalent necessitate that the level of the BEED graduates' skills and abilities development is always manifested.

This result is in consonance to the proposition which emphasized that there are many colleges or higher institutions which provide a difficult array of courses, majors and extracurricular opportunities, but firsthand accounts indicate that many undergraduates do not feel that the material conveyed in their readings and lectures has much relevance to their lives. These reasons suggest either that the courses do not contribute much to the ultimate goals that colleges claim to value or that instructors are not taking sufficient care to explain the larger aims of their courses and why they should matter (Bok, 2017). Further, another study explained that a relevant and proper implementation of life skill education is a need for today's society. Imparting life skills education to the students can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. Also, it is pointed out that there is a positive results of imparting life skills education to students and bringing the change in adolescent's attitude, thought and behavior by providing supportive environment to them (Ravindra et al., 2017).

Summary of Findings

After the conduct of the survey which successfully responded to more than half of the respondents, the following are the summary of findings: the institution, Kapalong College of Agriculture, Sciences and Technology produced a total of 398 graduates which composed of 75 males and 323 females. In terms of civil status, the survey showed that 65% of the graduates is single and 35% is married. Talking about age, most of the total population of the graduates ages 20-25 of which there are only 2 graduates whose age is 41 above. Further, batch 2018 has the greatest number of graduates of 109 students and batch 2016 has the least number of graduates of 45. Lastly, there

are 49% of the graduates obtained a vocational course or National Certificate and only 8% of the graduate proceed to further studies.

In addition, when it comes to the employment rate, 72.25% of the graduates are employed and 27.25 are unemployed. Also, survey showed that almost half of the graduates who responded in the survey are regular employee while others are working full time. Further, most of the graduates have a monthly income of 1,000 to 10,000 and there are only few who earned at least 30,000 above monthly and most of them took 0-3 and 4-8 months to land a job after college to which most graduates agreed that their college degree is very much relevant with their present as it obtained a total of 68.4%. Lastly, there is 38.2% of the graduates who responded with the survey who work as non-teaching.

Lastly, survey showed that level of attitude of work of the BEED graduates is very high, the level of the quality education provision of the institution is very good and the level of the skills and abilities development is also very high.

CONCLUSION

After the conduct of the survey, the following were the conclusions drawn: the employment rate of the BEED graduates from batch 2015 to batch 2019 is 72.86 which can be gleaned that three-fourth of the graduates is competent enough to look for and to land a job. Also, most of the graduates are regular employee and some are working full-time. Lastly, since survey showed that the college degree of the graduates is very much relevant to their job, it can be noted that the institution offers quality education with courses and disciplines which prepares the graduates to their field of work.

In addition, the level of the attitude of work of the graduates' students obtained a descriptive equivalent of strongly agree to which it signifies that the graduates' students perform their tasks and responsibilities efficiently and effectively. Also, the level of the quality education provisions of the institution obtained a descriptive equivalent as very good to which it indicates KCAST offers quality education to most of their graduates by giving different trainings and seminars, providing varied learning resources and materials as well as the competent and skilled faculty members and staffs. Lastly, the level of the skills and abilities development of the graduates is very high which signifies that KCAST was able to develop, hone and sharpen the varied interest, skills and abilities of the graduates as they studied in the institution.

RECOMMENDATIONS

Based on the summary of findings and drawn conclusions of the study, the following are the recommendations of the study: First, since survey showed that there are percentage of the graduates are unemployed, it is recommended that the school will establish graduate and employability coordinator to trace and monitor the employment of the graduates and even conduct online forum to inform graduates with the different job vacancies and opportunities which they can apply.



Second, there are segments of the graduates' students who worked as non-teaching, thus, it is recommended that the school, must provide different trainings, seminar and workshop with the students so that they will be more motivated to continue and pursue the education profession since they were able to learn a lot of trainings, seminar and workshops way back in their college days which made them prepared, skilled and competent to become a teacher.

Third, in the construct of the skills and abilities development, it is noted that the item, expertise in multidisciplinary research obtained the lowest mean score. Thus, it is recommended that the institution must strengthen the implementation of the thesis writing of the BEED graduates so that they will be prepared, skilled and knowledgeable enough in crafting and making a thesis study in the future which may be applicable as well in their field of work.

Lastly, it is shown in the result of the study that it took the graduates 1-3 or 4-8 months to land a job after college. Thus, it is recommended that the institution will partner more with the local industry partners and community linkages which may help the graduates land a job right after they obtained a degree and finish college. In this case, graduates will have more job opportunities since the institution has a lot of industry partners and community linkages.

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