THE EMPLOYMENT RATE AND EMPLOYABILITY STATUS OF BACHELOR OF SCIENCE IN OFFICE ADMINISTRATION GRADUATES FROM ACADEMIC YEAR 2018 TO 2019: A TRACER STUDY

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ABSTRACT

Tracer study is very important as a way of understanding the relevance and quality of programs offered by the higher education institutions as well as the labor market. Thus, the purpose of this quantitative study is to trace the graduates of the Kapalong College of Agriculture, Sciences and Technology (KCAST). Particularly, the study was conducted among 87 graduates of Bachelor of Science in Office Administration (BSOA) in A.Y. 2018-2019. The researchers found out that majority of the course contents of their program are relevant to their career requirements. In terms of employability rate of the graduates, more than half of them got employed one to three months after the graduation. Most of them are single and 23 years of age. 43.6% of the respondents are currently working as full-time in their job. With the data gathered, the researchers concluded that through their competent communication and interpersonal skills, graduates were more likely to land on the jobs connected to the degree they have studied. Therefore, the researchers recommend that the institution, particularly the department, should hold various job fairs and extensive seminars, as well as training and lectures for the graduating office administration students which are designed based on the specific needs of the industry.

KEYWORDS: *Office Administration Graduates, employment, quantitative-descriptive method, tracer study, Philippines.*

INTRODUCTION

Every goal of an academic institution is to produce competent and highly qualified graduates that can eventually be competitive in a local, national, and global arena. A graduate tracer study is a very powerful tool that can provide valuable information for evaluating the whereabouts and performance of the graduates in the workplace (Cuadra et al., 2019). On the other hand, at present, there is a larger pool of tertiary graduates. However, many do not have the relevant skills needed for successful integration into the labor market. These students put a strain on publicly funded institutions of higher learning and many countries with limited resources are struggling to finance the growing needs of a larger student body, without compromising the quality of their educational offerings (The World Bank, 2017).

In Africa, graduate tracer study provides information regarding typical career trajectories as well as higher education programme relevance and development, based on the reflections and evaluations of the educational experiences and employment activities of alumni from higher education institutions. Importantly, graduate tracer studies can be distinguished from graduate opinion or exit surveys which, in the South African context, typically survey alumni at the point of graduation. Several South African higher education institutions conduct graduate surveys at their graduation ceremonies, and these surveys typically "aim to gather a quick 'snapshot' of job search behavior, employment status, entry-level salaries, as well as satisfaction with the higher education institution, the curriculum they offer and its relevance to the workplace (Kiguli-Malwadde, 2014).

In Taguig City, University tracer study offer ample experience regarding the situation of graduates, which might help to extend viewpoints among the University administrators, faculty as well as students. However, in the increasingly competitive and corporate world, it is very critical to many college graduates to enter the workplace with the suitable skills to not just only survive but to also be successful in their own profession because some of college graduates are not totally prepared in entering the workplace. The focus of this tracer study is the Office Administration which falls under the College of Business Management. The researchers move to execute this tracer study to determine the employment status and nature of work of the graduates, determine the key factors affecting their employability, and to determine its relationship with one another to be able to make useful recommendations to the College of Business Management (Castro 2017).

The Kapalong College of Agriculture, Sciences and Technology 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 (ALCUCOA) 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 Kapalong College of Agriculture, Sciences and Technology 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 in the field of employability related to their field and course of expertise.

Thus, it is now in this premise that this tracer study must be conducted to check the employment rate including employment status, job mismatching and location of work whether local or abroad of the graduates coming from the program BS in Office Administration. 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. Through this study, the institution may revise and enhance its curriculum to answer the diverse and ongoing need of the society with quality education through producing highly competent graduates.

OBJECTIVES OF THE STUDY
The Philippines faces problems of high unemployment and underemployment rates. The unemployment rate in the Philippines as of 2012 was 7% and 21% of these were college graduates (Bureau of Labor and Employment Statistics, 2012). Hence, this study aimed to track and trace graduates of BS in Office Administration in KCAST from academic year 2018 to academic year 2019. Specifically, this study sought to answer the following research objectives:

1. What is the demographic characteristics of the graduate-respondents in terms of:
   1.1. sex;
   1.2. civil status;
   1.3. age;
   1.4. educational attainment and development; and
   1.5. relevance of the degree to their present job.
2. What is 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. nature of the present job; and
   2.5. job mismatching.
3. What is the level of the graduates-respondent self-rated evaluation with their attitude to work?
4. What is the level of the graduates-respondent self-rated evaluation with the quality of education provision of the institution?
5. What is 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?

METHODOLOGY
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. Further, it is also emphasized that this method was used to describe the characteristics of the population or phenomenon being studied. This research method primarily focuses on describing the nature of a demographic segment. In other words, it describes the subject of the research, without covering why it happens (Pamaran & Pamaran, 2013). In context of the current study, the descriptive method of research was utilized to describe the employment rate and employment status of the Office Administration graduate. 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.

Further, the study includes a total of 27 graduates from Batch 2018 which were composed of 5 males and 22 females and another 60 graduates from Batch 2019 which was composed of 16 males and 44 females. All in all, the study includes a total of 87 graduates. Additionally, the research instrument that was used in gathering the data was adopted from the study of Escandallo (2024) which was used in a tracer study for Elementary Education graduates. The instrument was further validated in context to office administration graduates. It was checked by the panel of experts and have undergone another set of pilot test.

RESULTS AND DISCUSSION
Demographic Profile of the Graduate-Respondents

SEX
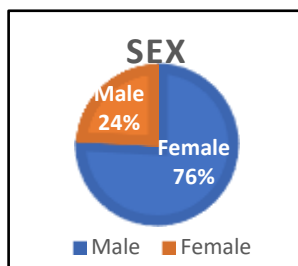Male 24%
Female 76%
■ Male ■ Female

Figure 1 shows the gender profile among Office Administration graduates. Among the 87 respondents of the study, 66 (75.9%) were female and 21 (24.1%) were male. On the other hand, the BS in Office Administration graduates who responded to the tracer study is primarily composed of females at 75.9% while males only constituted 24.1%. This distribution may be attributed to the female-dominant contacts of one of the data gatherers. This may also be indicative of the more responsive nature of females to social networks.

Figure 2 shows the profile of the graduates in terms of civil status. It indicates that among the 87 respondents of the study, 83 (95.4%) were single and 4 (4.6%) were married. Specifically, the single respondents from the BS in Office Administration is 95.4%. This trend is primarily attributed to the inclusive years of graduation from which the respondents were taken. The study only considered the years 2018-2019. Hence, many of the respondents are still young with an average age of 23 and are not yet married.
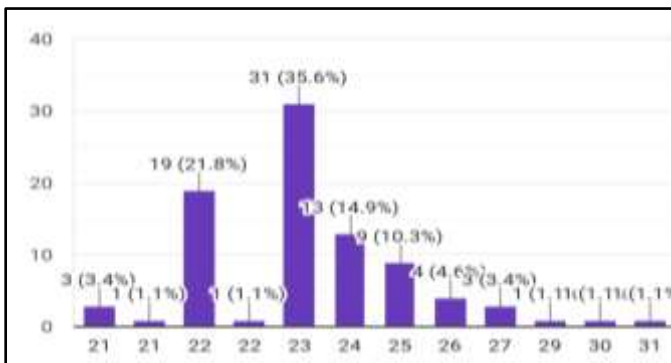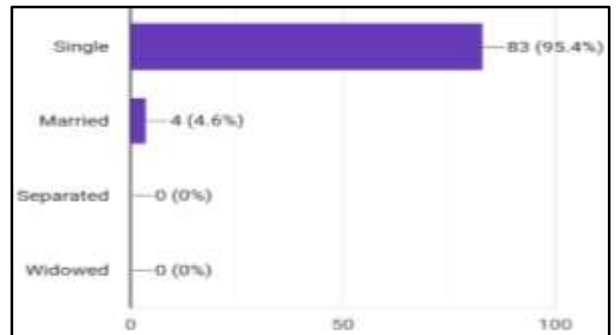

Figure 3 shows the age of the respondents. 31(35.6%) of the respondents are 23 years old, 19 (21.8%) are 22 years old, 13 (14.9%) are 24 years old, 9 (10.3%) are 25 years old, 4 (4.6%) are 26 years old, 3 (3.4%) are 27 years old, 1 (1.11%) are 29, 30 and 31 years old. Most of the respondents belong to this age bracket because majority of them graduated in their 20's.

Figure 4 revealed that all the graduate respondents of BS in Office Administration did not pursue higher education after finishing their BSOA degree. This may imply that the respondents have not pursued a master's degree because it is not their priority. However, there are 5 (7%) of the respondents who take short-term courses such as earning education courses to take the Licensure Examination for Teachers.
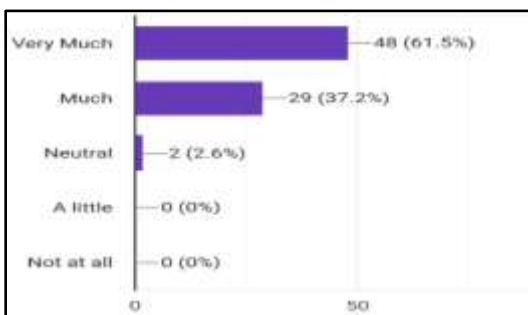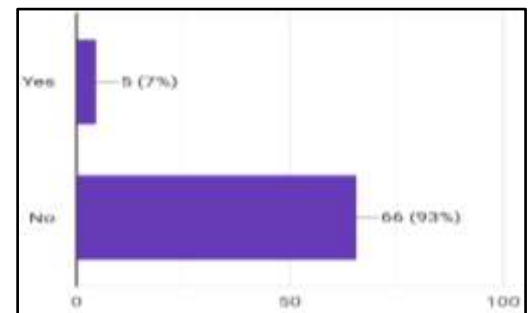

Figure 5 presents the relevance of the degree to the present job of the respondents. Data revealed that 48 (61.5%) claimed it was very much relevant while 29 (37.2%) claimed as were much. Further, the least number of graduates obtained 2 (2.6%) as neutral. However, the study of Balingbing (2014) yielded an interesting low unemployment rate with only 2.60% (or 4 out of 155 respondents). By which, 61.5% (or 48 out of 87) believed that their first job is related to the program (BSOA) they took up in college.

Employment Profile and Features of the Graduate-Respondent
Figure 5 shows the employment rate of the respondents. Majority of them with 75 (86.2%) were employed while 12 (13.8%) were not employed. This percentage of employability is even higher compared with the findings in the study of Del Rosario (2019) which reported 68% employability rate. The result in this study in terms of the percentage of employability is almost the same as in the study of Billo et al. (2017) which is 82.05% (or 96 out of 117). This implies that the graduates can contribute to the growth of national and local economy as depicted on their employability.
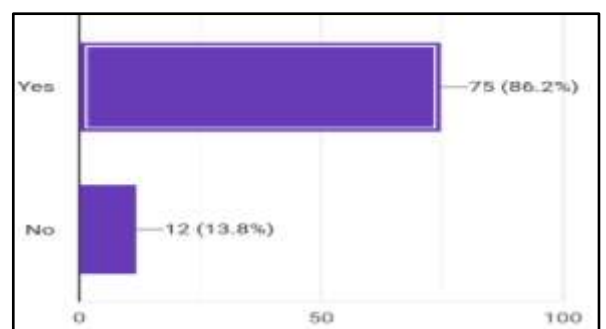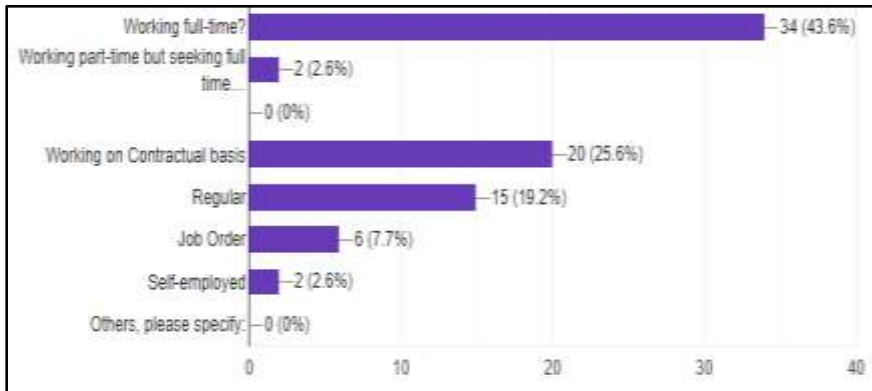
Figure 6 presents the percentage of employment status of the respondents. There were 34 (43.6%) working full-time and 2 (2.6%) working part-time, while 20 (25.6%) were working on contractual basis and 15 (19.2%) as regular. Further, there were 6 (7.7%) working under job order and 2 (2.6%) were self-employed. Most of the respondents in this study (43.6% or 34 out of 87) are working full time. This is a good development in the graduates' career since they have already obtained security of tenure. The study of Woya (2019) recorded a much higher percentage of respondents with permanent employment status which is 65.8% (or 52 out of 79) among statistics graduates from year 2012-2016 at Bahir Dar University in Ethiopia.

Figure 7 presents the monthly salary of the respondents on their first job. Almost 47 (60.3%) of employed graduates earning 1,000.00 – 10,000.00 a month while 30 (38.5%) of them are receiving 11,000.00-20,000.00. However, the least group of graduates are earning 21,000.00-30,000.00 monthly with 1 (1.3%). As the result said, most of the respondents (60.3% or 47 out of 87) are earning P1,000 to P10,000 per month. This finding is similar from the study of Billo et al. (2017) which found that most of the respondents (52.08%) were earning P5,001 to P10,000. This implies that the monthly yearning of graduates is increasing over the years as they started their job.
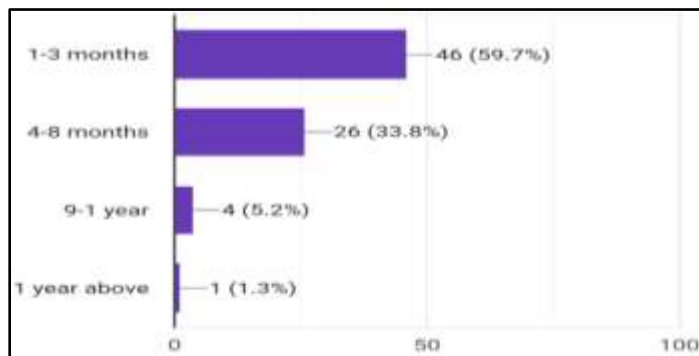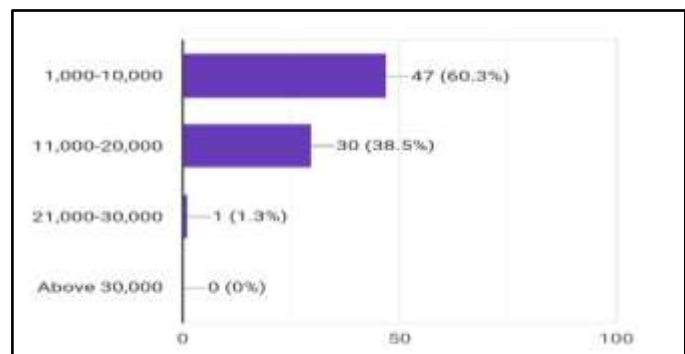

Figure 8 shows the period of seeking their first job. Data revealed that majority of the respondents with 46 (59.7%) found their present job in 1-3 months after graduation followed by 26 (33.8%) with 4-8 months. There were 4 (5.2%) of them reached 9-1 year and 1 (1.3%) for 1 year and above before they landed their first job. This finding is synonymous to the study of Billo et al. (2017) which found out that it took less than one month for most of the respondents (48.95%) to land in their first job. However, this present study does not argue whether the respondents' first job is related to the program they graduated in. This is something that future studies may consider including on their future research.

Figure 9 presents the relevance of the degree to the present job of the respondents. Most of them claimed it was very much relevant with 48 (61.5%) while 29 (37.2%) as much. The least number of graduates obtained 2 (2.6%) as neutral. The result in this study lends support to the idea that competitive graduates in the job market often depend on a strong curriculum of the programs (Ahmed et al., 2012). It goes beyond telling that the curriculum must be relevant in relation to the demands of the industry, because impractical university curriculum is one of the factors like constant changes in the labor market, and students' passivity in planning and developing career (Tran, 2018).
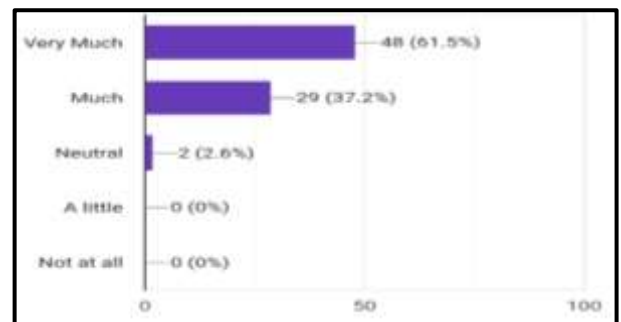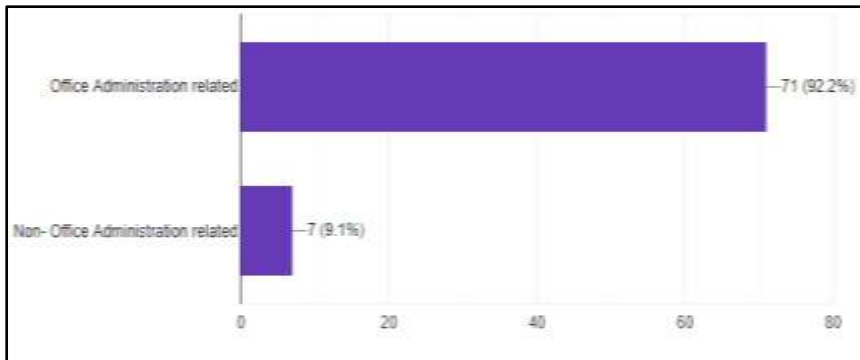
Figure 10 presents that among the 87 graduates, majority of the them with 71 (92.2%) work that is related to office administration while the remaining 7 (9.1%) work with non-office administration related.

Level of the graduates-respondent self-rated evaluation in terms of attitude to work

The results presented in Table 1 were the mean scores of the respondents' response on their status of the level of their self-rated evaluation in terms of their attitude to work. The data revealed that the highest mean score was obtained by item no. 7, *I have a good relationship with my colleagues and co-employees,* with a mean of 4.71 and had the descriptive equivalent as very high. This means that the item was always manifested by the graduates as such having good relationship to their colleagues and co-employees. On the other hand, item no. 4, *I arrived on time to prepare my work and extend working hours if necessary*, got the lowest mean of 3.56 and had the descriptive equivalent as high. This implies that the item was seldom manifested or practiced. It further means that some of the graduates are not extending working hours as it is part of their duties and responsibilities. This aligns to the proposition

Table 1.
Level of the graduates-respondent self-rated evaluation in terms of 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.	4.4	High
2. I like the kind of job and work I am doing.	4.47	Very High
3. I accepted assignments and tasks given to me at work without complaints.	3.69	High
4. I arrived on time to prepare my work and extend working hours if necessary.	3.56	High
5. I can work better and functional under different working environment and situations.	4.12	High
6. I participated in all activities and events inside my workplace.	4.44	Very High
7. I have a good relationship with my colleagues and co-employees.	4.71	Very High
8. I submitted necessary documents and papers on time and beat deadlines.	4.5	High
9. I performed my task and job with excellence and outstanding quality.	4.39	Very High
10. I seek assistance and help from others whenever I have clarifications and queries.	4.47	Very High
Total	**4.28**	**Very High**

highlighting that attitude to work is the map of the employees that allow them to adjust, navigate, and behave appropriately to their environment and various situations (Angeles & Llanto, 2014). Similarly, a study emphasized that work attitude has been found to have a significant effect on employee outcomes including performance, tardiness, absenteeism, turn-over, and working environment (Harrison et al, 2006; Garner and Hunter, 2011). Attitudes and values can vary depending on the environment, roles of an employee, and may also be a result of age and length of tenure (Chiu, Chang, & Wei. 2016).

Level of the graduates-respondent self-rated evaluation in terms of Quality of Education Provision

The result presented in Table 3 are the mean scores of the respondents' response on their status in terms of quality of education provision. The data showed that the highest mean was obtained from item no. 8, *well-trained and self-renewing Faculty members and staffs,* garnering the mean score of 5 and had the descriptive equivalent as very high. This means that statement is always manifested by the graduates emphasizing that the faculty members and staffs are well-trained and self-renewing.

Table 2.
Level of the graduates-respondent self-rated evaluation in terms of Quality of Education Provision

QUALITY OF EDUCATION PROVISION	MEAN	DESCRIPTION
1. Availability of course materials and different learning resources and learning process.	4.3	High
2. Quality of course contents from courses offered as well as the teaching and learning process.	4.41	Very High
3. Conduciveness of the learning environment and atmosphere.	4.32	Very High
4. Provision of quality practicum guidelines and activities that develops more my skills and abilities from different industry partners and linkages.	4.39	Very High
5. Quality of learning facilities for first-hand and direct experiences like of different laboratories.	4.29	Very High
6. Quality of different courses offered in the program that develops the total sum of the student skills.	4.4	High
7. Level of optimum interaction and contact with my fellow students through different in-campus activities.	4.37	Very High
8. Well-trained and self-renewing Faculty members and staffs.	5	Very High
9. Different trainings, seminars and workshops that prepare students for employment	4.58	Very High
10. Varied learning assessments and instructions which assess students' progress and learning fairly and equality	4.41	Very High
Total	**4.52**	Very High

Further, *availability of course materials and different learning resources and learning process* in item no. 1 got the lowest mean score of 4.3 and obtained a descriptive equivalent as High. This implies that the learning resources needed for studies is important to provide quality of education among the students. Lastly, the level of the graduates-respondent self-rated evaluation in terms of quality of education provision had the total mean score of 4.52 with a description as very high. This means that awareness of the graduates in their quality of education provision is always manifested. This finding is parallel to the study which emphasized that quality education can be measured from four perspectives including the stakeholders' perceptions, quantifiable elements, course design elements, and external standards (Mitchell, 2016). Also, quality education and sustainable development has significant relationship since study found that there is strong relationship between Quality Education and Sustainable Development Goals (Allam, 2019).

Level of the graduates-respondent self-rated evaluation in terms of Skills and Abilities
The results presented in Table 3 were the mean scores of the respondents' response on their skills and abilities. The data revealed that the highest mean score was obtained from item no. 13, *knowledge with the different office-related works methodologies, techniques, and approaches,* garnering 4.51 and had a descriptive equivalent as very high. This means that the item was always manifested by the graduates and majority of them has the knowledge with office works. Furthermore, item no. 9, *technical and entrepreneurial skills,* got the lowest mean score of 4.03 and had the equivalent as high. This implies that the item was oftentimes manifested. The level of the graduates-respondent self-rated evaluation in terms of skills and abilities had a total mean score of 4.36 with a description as very high. This implies that the level of graduates indicated to skills and abilities is always manifested.

Table 3.
of the graduates-respondent self-rated evaluation in terms of Skills and Abilities.

SKILLS AND ABILITIES	MEAN	DESCRIPTION
1. Organizational and leadership skill	4.4	High
2. Problem solving and critical thinking skills.	4.35	Very High
3. Ability to work independently as well as teamwork and team play.	4.47	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.	4.4	High
6. Writing competence and skills including technical writing.	4.26	Very High
7. Communication and interpersonal skills.	4.44	Very High
8. Computer and ICT skills	4.29	Very High

9. Technical and Entrepreneurial Skills	4.03	High
10. Ability to work under pressure	4.41	Very High
11. Ability to write the essentials and basics communication skills.	4.31	Very High
12. Code of Ethics applied to my job or work.	4.45	Very High
13. Knowledge with the different office-related works methodologies, techniques, and approaches.	4.51	Very High
14. Expertise about multidisciplinary research that is essential for understanding the needs and interests of the clientele.	4.38	Very High
15. Trainings, seminars, and workshops about the preparation and evaluation of different office procedure.	4.34	Very High
TOTAL	**4.36**	Very High

This finding was supported by Cederquist et al. (2022) which they mentioned that in any field, but particularly in information systems and office-related fields, lifelong learning is crucial. Graduating students should be taught how to become lifelong and independent learners to become efficient on their job. Further, a study of Wogboroma and Joy (2021) assessed the degree to which office administration students had learned the skills necessary for self-sustainability. The study concluded and showed that office administration students must develop a passable level of self-sustainability skills as it is needed in landing a job after graduation. Lastly, a study by Cuseo (2019) discovered that expertise and adapting skills, such as technical skills, were critical for an office administrator to perform effectively and efficiently. Expertise in pertinent fields was required of the administrators, and success in the administrative capacity required both leadership and administrative abilities. Hence, the success of office administration students in the classroom could be compared to the accomplishments of administrators.

CONCLUSIONS

Graduate tracer studies are very important as a way of understanding the relevance and quality of programs offered by the higher education institutions as well as the labor market. This tracer study aimed to determine the employment rate and employability status of Bachelor of Science in Office Administration graduates from A.Y. 2018 to 2019. A total of 87 graduates were surveyed. Most of the respondents were female and 95.4% were single. Majority of the respondents were graduated at A.Y 2019. Results of the study revealed that all the graduate respondents of BS in Office Administration did not pursue higher education after finishing their BSOA degree.

In terms of employability rate of the graduates, more than half of them got employed with 1 to 3 months after graduation. Majority of them were working as full-time employee in their present job. While almost 47 (60.3%) of employed graduates earning 1,000.00 – 10,000.00 a month. Further, graduates found majority of the course contents of their program relevant to their career requirements. It is a good indication that graduates of Office Administration program become part of the labor market which is one of the major components of the economy. Findings of study also concluded that office administration graduates are willing to learn more and open to development opportunities that can improve their professional career and be better members of the organizations.

RECOMMENDATIONS

Based on the foregoing findings and discussions, the following recommendations are being proposed:

1. The graduating students must be provided with more pre-employment activities or programs that will strengthen their capability of passing employment requirements. This will allow them as well as to what are the key components they need to prepare whenever they will be applying for a job in the future.

2. Office Administration graduates must be encouraged to take further studies after graduation. They may also be encouraged to invest in their professional development through attending more training programs and seminars, join various professional organizations, and build connections. With this observed, this will enable them of upgrading their credentials making them be more open with different opportunities related to their degree.

3. In terms of job awareness and employment, the career and counseling office should keep on holding job fairs and extensive seminars, trainings, and lectures for the graduating Office Administration students. More companies must be invited to participate in the job fairs as suggested also by the graduates.

4. Follow-up studies must be conducted that aim to explore the performance of the BSOA graduates in their workplace. Specifically, a research study can be done involving the present employers of the graduates to assess skills needed by their employees. This can help the Institution align the course design based on the specific needs of the industry. This will also further strengthen the findings of this research.

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APPENDIX
GRADUATE TRACER QUESTIONNAIRE

Dear Graduate,

The _____ (Name of School) is on its aim to advance and upgrade its continuous offering for quality education. In line with this, the school will be conducting a tracer study to check the employment status and rate of the graduates, their attitude towards their work as well as their self-evaluation for the quality education provision of the school. Consequently, the purpose of this tracer study is for the institution to check the efficacy and efficiency of its quality education based from the employment status of its graduate. Further, result of the study will be beneficial as it will find a way to establish, revise and improve the institution's curriculum and offering of quality education with its students.

We are hoping and looking forward for your positive response. Thank you for your cooperation. Keep safe always.

A. DEMOGRAPHIC PROFILE

1. Name: 2. Year Graduated:

3. Age: 4. Sex:

5. Civil Status: 6. Religion:

☐ Single   ☐ Separated

☐ Married   ☐ Widowed

B. EDUCATION

7. Vocational:

8. Degree Completed:

9. Specialization (If any):

10. Do you obtained/earned any other baccalaureate degree?   Yes ☐   No ☐

11. If yes, please give details below:

Degree Obtained	Institution	Period Enrolled	Source of Funding

12. Do you have already a degree for further studies or currently undertaking?
☐ Yes   ☐ No

13. If yes, please give details as follows:

Title of Degree (in full)	Institution (s)	Period Enrolled	Source of Funding

C. EMPLOYMENT

14. Are you currently employed?   Yes ☐   No ☐

15. If no, skip question 15-22. If employed, please give and complete the details below:

Company Name and Address	Period Employed	Position

16: Indicate the nature of your job?
☐ Teaching
☐ Non-teaching

17: If non-teaching, please select options below or specify:
☐ Government Agency   Office-based Clerk
☐ Sales Agent/Specialist/Rep.   Domestic Helper
☐ Account Specialist   Call Center Agent
☐ Marketing Specialist   Others, *please specify:*
☐ Technician
_____

18. What is your current employment status?
☐ Working full-time
☐ Working part-time but seeking full-time work
☐ Working part-time but not seeking full-time work
☐ Working on Contractual basis
☐ Regular
☐ Job Order
☐ Self-employed.
☐ Others, please specify: _____

19. For you, how relevant is your college degree to your present job right now?
☐ Very much   ☐ Much   ☐ Neutral   ☐ Little   No ☐ all

20. How long did it take for you to find employment after graduation?
☐ 1-3 months   ☐ 4-8 months   ☐ 9-1 year   ☐ 1 year above.

21. How much is your gross monthly salary?
☐ 1,000-10,000   ☐ 11,000-20,000   21,00 ☐ 30,000   Above 30 ☐ 00

22. Do you intend to upgrade your qualification in the future?   Yes   No

Direction: Please rate honestly the different statements or constructs in the table below based on your attitude towards your work and the workplace. Then, refer to the guidelines below as you complete and choose your respective responses.

> *Strongly Agree (5)*: If you always manifest the said construct or statement.
> *Agree (4)*: If you often manifest the said construct or statement.
> *Neither (3)*: If you sometimes manifest the said construct or statement.
> *Disagree (2)*: If you seldom manifest the said construct or statement.
> *Strongly Disagree (1):* If you rarely manifest the said construct or statement.

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

Direction: Please rate honestly the different qualities or constructs in the table below based on your experiences as you studied and stayed in _____. Then, refer to the guidelines below as you complete and choose your respective responses.

> *Very Good (5)*: If the said quality or construct is always tangible and manifested.
> *Good (4)*: If the said quality or construct is often tangible and manifested.
> *Fair (3)*: If the said quality or construct is sometimes tangible and manifested.
> *Poor (2)*: If the said quality or construct is seldom tangible and manifested.
> *Very Poor (1):* If the said quality or construct is rarely tangible and manifested.

	Quality of Education Provision	**5**	**4**	**3**	**2**	**1**
As I studied in , there was…						
1.	Availability of course materials and different learning resources needed for our studies.					
2.	Quality of course contents from courses offered as well as the teaching and learning process.					
3.	Conduciveness of the learning environment and atmosphere.					
4.	Provision of quality practicum guidelines and activities that develops more my skills and abilities from different industry partners and linkages.					
5.	Quality of learning facilities for first-hand and direct experiences like of different laboratories.					

		5	4	3	2	1
6.	Quality of different courses offered in the program that develops the total sum of the student skills.					
7.	Level of optimum interaction and contact with my fellow students through different in-campus activities.					
8.	Well-trained and self-renewing Faculty members and staffs.					
9.	Different trainings, seminars and workshops that prepare students for employment.					
10.	Varied learning assessments and instructions which assess students' progress and learning fairly and equally.					

Direction: Please rate honestly the different skills and abilities in the table below based on your completed programme or degree. Then, refer to the guidelines below as you complete and choose your respective responses.

> *Very High (5)*: If the said skill or ability is always observed and manifested.
> *High (4)*: If the said skill or ability is oftentimes observe and manifested.
> *Fair (3)*: If the said skill or ability is sometimes observed and manifested.
> *Low (2)*: If the said skill or ability is seldom observed and manifested.
> *Very Low (1):* If the said skill or ability is rarely observed and manifested.

	Skills and Abilities	5	4	3	2	1
	As I studied in _____, it developed and enhanced my ...					
1.	Organizational and leadership skill.					
2.	Problem solving and critical thinking skills					
3.	Ability to work independently as well as team work and team play.					
4.	Creative thinking and creativity, initiative and taking a risk if necessary.					
5.	Time Management and decision-making skills.					
6.	Writing competence and skills including technical writing.					
7.	Communication and interpersonal skills.					
8.	Computer and ICT Skills					
9.	Technical and Entrepreneurial Skills					
10.	Ability to work under pressure.					
11.	Ability to write the essentials and basics of effective lesson planning.					
12.	Code of ethics applied to my teaching profession.					
13.	Knowledge with the different teaching methodologies, techniques and approaches through seminars and workshops.					
14.	Expertise about multidisciplinary research that is essential for understanding students' needs and interests.					
15.	Trainings, seminars and workshops about the preparation and evaluation of different instructional materials.					

Adopted from: *Escandallo, J. (2024). A Tracer Study on the Elementary Education Graduates from Academic Year 2015 to 2019: Employment in Focus. EPRA International Journal of Multidisciplinary Research (IJMR), 1 (10), 2024, 474-483.*