



A TRACER STUDY ON THE SECONDARY EDUCATION MAJOR IN FILIPINO GRADUATES FROM ACADEMIC YEAR 2022 TO 2023: EMPLOYMENT IN FOCUS

Marefe L. Silongan, LPT¹, Conie B. Cerna, LPT., MAEd², Jennevive S. Manlawe, LPT³,
Deveyvon L. Espinosa, LPT., MAEd⁴, Kristy Jane R. Muegna, LPT., MAEd⁵,
Jonelson C. Escandallo, LPT., PhD⁶, Regine L. Generalao, LPT., MST=Math⁷,
Rowel A. Peñora, L.Agr., MEd⁸,

¹ORCID No. 0009-0001-4950-2402,

Instructor, Kapalong College of Agriculture, Sciences and Technology,
Maniki, Kapalong, Davao del Norte, Philippines

²ORCID No. 0009-0008-1170-3234,

BSED Filipino Program Coordinator/Instructor, Kapalong College of Agriculture, Sciences and Technology Maniki,
Kapalong, Davao del Norte, Philippines

³ORCID No. 0009-0001-8518-9273

Instructor, Kapalong College of Agriculture, Sciences and Technology,
Maniki, Kapalong, Davao del Norte, Philippines

⁴ORCID No. 0000-0002-2896-5416,

Assistant Dean-Institute of Teacher Education/Instructor II, Kapalong College of Agriculture, Sciences and Technology,
Maniki, Kapalong, Davao del Norte, Philippines

⁵ORCID No. 0009-0006-9910-0117

BEED Program Coordinator/Instructor II, Kapalong College of Agriculture, Sciences and Technology
Maniki, Kapalong, Davao del Norte, Philippines

⁶ORCID No. 0000-0001-5808-6749

BSED English Program Coordinator/Instructor II, Kapalong College of Agriculture, Sciences and Technology
Maniki, Kapalong, Davao del Norte, Philippines

⁷ORCID No. 0009-0009-3280-3303

BSED Mathematics Program Coordinator/Instructor II, Kapalong College of Agriculture, Sciences and Technology
Maniki, Kapalong, Davao del Norte, Philippines

⁸ORCID No. 0009-0007-3977-7721

Community Extension Linkages and Networking Director/Instructor II, Kapalong College of Agriculture, Sciences and
Technology, Maniki, Kapalong, Davao del Norte, Philippines

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ABSTRACT

This tracer study was conducted to assess the employment rates and employability of graduates who completed the Bachelor of Secondary Education-Filipino program from the years 2022 to 2023 at a local college in Kapalong, Davao del Norte. Additionally, it aimed to identify the graduates' attitudes towards work, evaluate the quality of education provided by the institution, and analyze the development of graduates' skills and abilities. The study employed a descriptive research method, gathering data from 47 respondents through an online survey using Google Forms. Survey showed that the employment rate of secondary education- major in Filipino graduates was 72.3% of which 38.3% is working as teachers. Further, as to those whose work is non-teaching, 10.6% is working in call center agencies, 6.4% is working as office-based clerk, 4.3% are government employee, 2.1% as kitchen manager, 6.4% as sales associate, 2.1% as events manager, and another 2.1% as storekeeper. Then, 8.5% are regular employees, 6.4% are self-employed, 31.9% are full-time employees, 4.3% are on job order, 19.1% are working on contractual basis, and 2.1% is working on part-time but seeking full-time employment. Meanwhile, surveyed showed that there are only 10.6% who pursued further 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 secondary education- major in Filipino graduates always manifested the said behaviors. Results showed that secondary education- major in Filipino faces unemployment. Thus, it is advisable for the school to appoint a graduate employability coordinator. This individual would be tasked with tracking and overseeing graduates' employment statuses, as well as organizing online forums to disseminate information regarding various job vacancies and opportunities available for application.

INTRODUCTION

Tracer studies play a crucial role in evaluating the effectiveness of educational institutions and ensuring the provision of quality education and services. Through tracer studies, institutions gather feedback from graduates, enabling them to assess various aspects

of their educational experience, including curriculum relevance, teaching methodologies, and skill acquisition (Smith, J., Johnson, K., & Lee, S., 2020).

Additionally, tracer studies facilitate the identification of areas where curriculum revisions, pedagogical enhancements, and



strategic planning efforts are needed to enhance program quality and relevance. Through a comprehensive examination of tracer study outcomes, institutions can foster continuous improvement and ensure that their academic programs meet the evolving needs of students and industries. Therefore, tracer studies play a vital role in not only providing evidence of course outcomes but also in evaluating academic program effectiveness and informing strategic decision-making processes within educational institutions (Wong & Tan, 2018).

Globally, tracer studies evaluate higher education program effectiveness and alignment with the job market. Smith (2019) discusses their significance, synthesizing international findings and offering best practices. Müller (2018) conducts a European study on graduate employability, addressing challenges in aligning education with workforce demands. Nazron, Lim, and Nga (2017) explore Southeast Asia's education-to-work transition, emphasizing soft skills' role in employability. These studies contribute to understanding higher education's impact on workforce needs and global economic development.

In Metro Manila, Santos (2018) conducted a tracer study focusing on graduates of the Engineering program at University X from 2010 to 2013. The study aimed to evaluate how well the program's curriculum aligned with the demands of the industry and to gauge the effects of the K-12 transition. Among the 80 graduates identified, 60 participated in the survey, resulting in a response rate of 75%. The findings indicated that a considerable number of graduates secured positions in engineering companies within six months of completing their studies. Additionally, the study highlighted that graduate perceived practical training modules as the most advantageous component of the curriculum, enhancing their preparedness for employment in the continually evolving educational environment.

In Cagayan de Oro City, a tracer study was conducted to investigate the employment outcomes of graduates from University Y's Education program spanning from 2003 to 2008. The results indicated that most graduates found employment within six months of completing their studies, and many stayed in the same position for more than two years. These initial roles typically offered monthly salaries ranging from Php20,001 to Php30,000. The majority of employed participants worked in the public sector within the local community, primarily in large-scale organizations. However, a notable portion of respondents remained unemployed, citing reasons such as family obligations, the pursuit of better-paying opportunities, and health issues. Nonetheless, a significant number of employed respondents reported that their current jobs were aligned with their area of expertise, and they attributed their success in part to the communication skills honed during their college education (Hernandez & Reyes, 2017).

In the local context, a college in Kapalong started operations in 2005, pioneering as the first local institution to achieve Level 1 accreditation from the Association of Local Colleges and Universities – Commission on Accreditation (ALCUA) in Region XI. Driven by a dedication to refining teaching approaches and equipping emerging professionals for international opportunities, the institution initiated a tracer study for its alumni to evaluate their readiness for employment and current job statuses. Additionally, this study aims to collect feedback and recommendations for enhancing the existing curriculum to more effectively facilitate the career advancement of graduates in their specialized fields.

Therefore, it is on this basis that the tracer study was undertaken to assess the employment rate and status of graduate students,

along with their self-assessment of work attitudes, the quality of education provided by the institution, and the advancement of skills and abilities among Bachelor of Secondary Education - Filipino graduates. This initiative serves the institution's commitment to fulfilling its social responsibilities and values by crafting a curriculum that guarantees post-graduation employment for students and further enhancing its ongoing provision 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

Descriptive research methodology, characterized by the systematic collection and tabulation of quantitative data, forms the foundation of this study. Its primary aim is to depict the characteristics of a demographic segment without exploring causality, focusing instead on testing hypotheses and answering research questions. This approach provides a systematic framework for reporting on events, phenomena, or facts within a defined area or population (Smith, 2018). Furthermore, descriptive research involves the collection of data to test hypotheses or provide answers to research inquiries, emphasizing the determination and reporting of the current state of affairs. It is recognized as a scientific methodology that systematically describes events, situations, phenomena, or facts within a specific area or population, contributing to a comprehensive understanding of the subject matter (Johnson, 2017). In the study, the descriptive research approach was used to outline the employment rate and status of Secondary Education – Filipino graduates from Kapalong College of Agriculture, Sciences, and Technology. Its aim was to quantify the graduates' employment rate and describe their demographic profile, including gender, age, and civil status, to provide a comprehensive understanding of their employment status.

Population and Sample

Primarily, the population and sample of this tracer study were the graduates of Bachelor of Secondary Education-Filipino in Kapalong College of Agriculture, Sciences and Technology from academic year 2022 to 2023. Hence the study used the complete enumeration method since the very purpose of the study is to tracj

abd trace graduates' terms of their employment status and rate. To be specific, in the year 2022, there were 24 graduates of which there were 4 males and 20 females; and in year 2023, there were 9 males and 14 females which made a total of 23 graduates. Thus, the total population and sample of this study is 13 males and 34 females for a total of 47 Secondary Education-Major in Filipino graduates.

Research Instrument

The research tool employed in this investigation was modified from Escadallo's (2024) study titled "Examining Employment Patterns of Elementary Education Graduates from 2015 to 2019," demonstrating a Cronbach's alpha coefficient of 0.955. This indicates that the questionnaire utilized exhibits excellent internal consistency.

Data Collection Procedure

Data collection refers to the process of systematically gathering, measuring, and analyzing precise information for research purposes utilizing established and validated methodologies. Typically, it constitutes the initial and crucial phase of research across various disciplines (Questionpro, 2020). Hence, the researcher conscientiously undertook the following principal steps to procure the requisite data for the study.

First, given that the study's population and sample encompassed graduate students pursuing Bachelor of Secondary Education-Filipino within the institution, the researchers requested precise data on the total number of graduates spanning from the academic year 2022 to the academic year 2023 from the college registrar. This step was taken to ensure the inclusion of exact and reliable data in the study's analysis.

Second, after getting the total number of graduates, the researchers utilized the survey tracer questionnaire originally developed by Escadallo (2024). This questionnaire was designed to assess various aspects including employment rate, employment status, educational attainment and development, work attitude, provision of quality education, as well as skills and abilities development among each graduate. Additionally, the questionnaire underwent external validation by experts within the relevant research field, all possessing doctoral degrees in their respective areas of specialization.

Civil Status

Figure 2 shows the civil status of Bachelor of Secondary Education-Filipino graduates from the academic years 2021-2022 to 2022-2023. The data revealed that all graduate students are

Third, after the survey questionnaire validation, the researchers began tracing the graduates concerning their employment status and rate, educational attainment and development, attitude towards work, provision of quality education, and development of skills and abilities. This process was conducted utilizing Google Forms.

Fourth, after the graduate students provided complete responses to the questionnaire, the researchers collected the surveys and initiated the tally process in readiness for data analysis and treatment.

Lastly, the data underwent analysis and interpretation by the appointed statistician of the institution. This process involved presenting the retrieved data in tabular and graphical formats to facilitate clearer and more comprehensible understanding of the results.

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

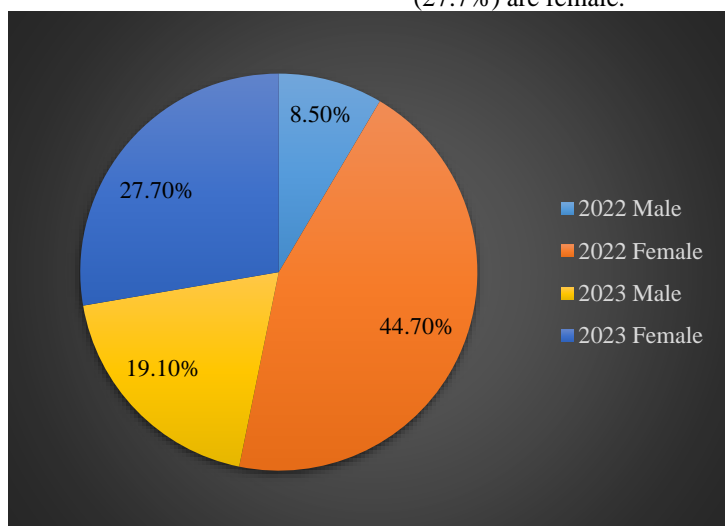
The results and discussion are presented in answer to the set objects of the study.

Demographic Characteristics of the BSED-FILIPINO Graduates

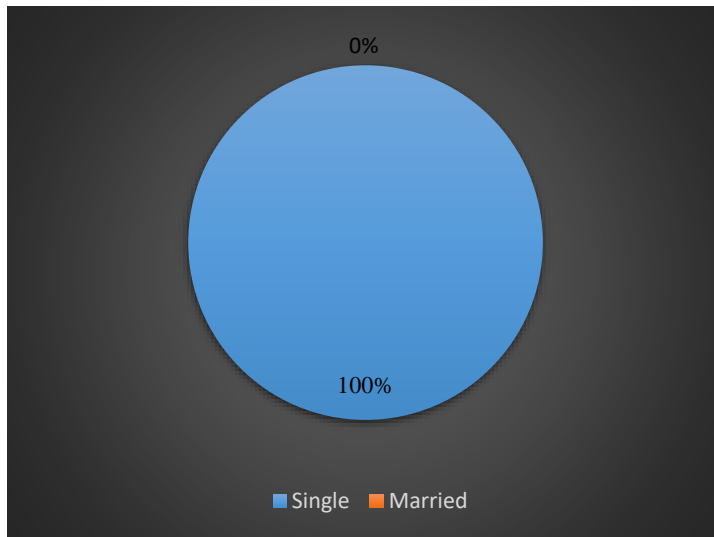
This tracer study's main objective is to identify the demographic characteristics of the Filipino graduates of the Bachelor of Secondary Education program who graduated during the academic years 2022 and 2023. These demographic characteristics include age, gender, marital status, graduation year, and educational achievements and accomplishments.

Sex

Figure 1 shows the total number of Bachelor of Secondary Education-Filipino graduates from 2021-2022 to 2022-2023. In batch 2022, there are 24 graduates, with 4 (8.5%) being male and the remainder 20 (44.7%) being female. In batch 2023, there are 23 graduates, 9 (19.1%) of whom are males, and the rest 14 (27.7%) are female.



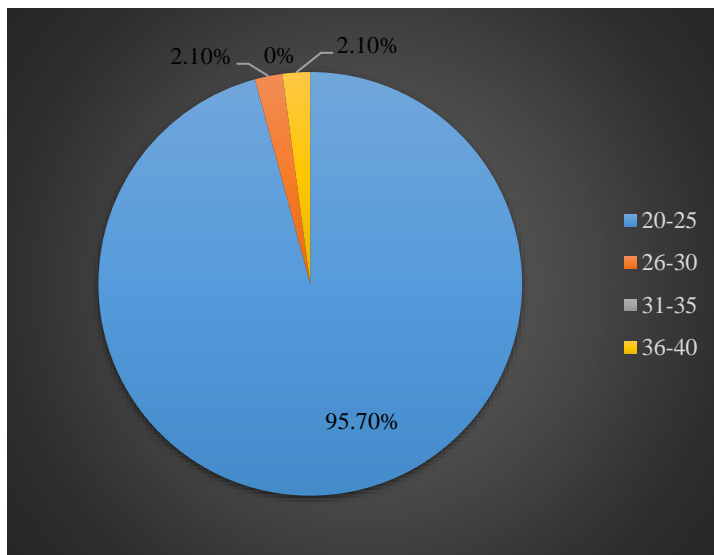
single. Also, the survey form includes the alternatives widowed and separated, yet none of the graduates now hold either civil status.



Age

The age range of Filipino Bachelor of Secondary Education candidates from the academic years 2021–2022 to 2022–2023 is displayed in Figure 3. Of the 47 grads who responded to the

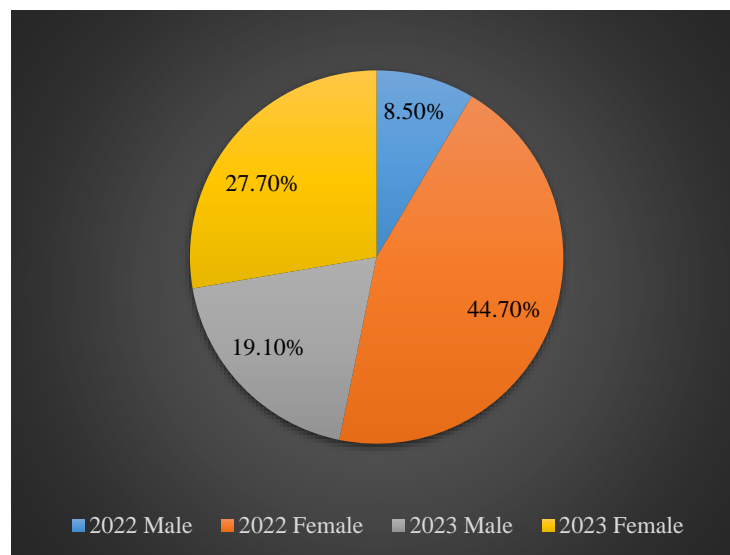
Google forms online survey, 46 are in the 20–25 age range, one is in the 26–30 age range, and one is in the 36–40 age range.



Year Graduated

The total number of Filipino Bachelor of Secondary Education graduates from the academic years 2021–2022 to 2022–2023 is shown in Figure 4. There are twenty female grads and four male

graduates for the year 2022. In 2023, there are 23 graduates and 9 of this are males and the remaining 14 are females.



Educational Attainment and Development

Shown in Figure 5 is the total number of Filipino Bachelor of Secondary Education graduates who undertook vocational training and/or national certification between the academic years 2021–2022 and 2022–2023 is shown in Table 5. According to the

survey, 38 or 80.9% of graduates did not receive vocational education, whereas 9 or 19.1% of graduates did. The following figure lists the various occupations that can be obtained with this occupational education: call center, office-based clerk,

government employee, kitchen manager, sales associate, event manager, and storekeeper.

Vocational Education

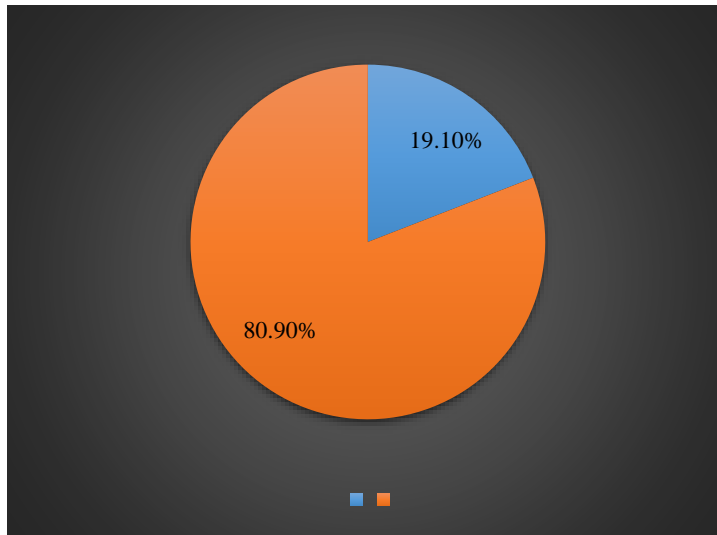
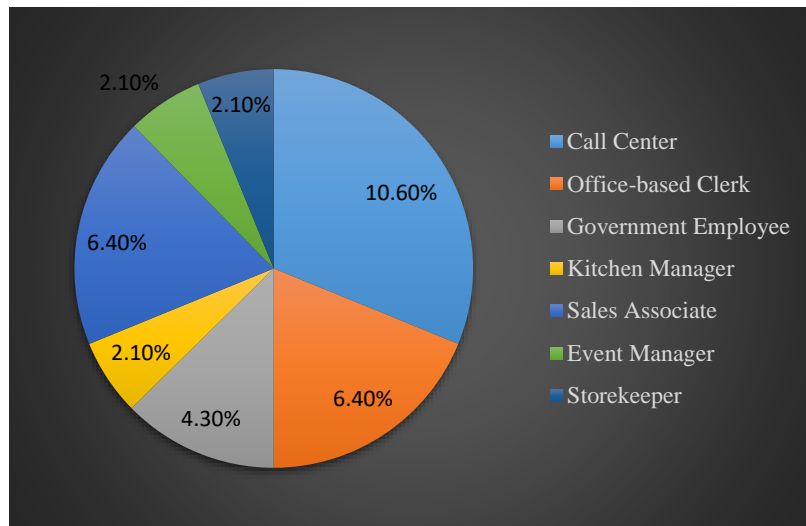


Figure 6 displays the frequency and percentage distribution of non-teaching occupations of Bachelor of Secondary Education-Filipino graduates. Five graduates, or 10.6% of the total, hold work in call centers among the listed occupations. Office-based Clerks come in second with three graduates, or 6.4% of the total. The percentage of graduates among sales associates and

government employees is 6.4% and 4.3%, respectively, with two graduates each. Each of the three categories—kitchen managers, event managers, and storekeepers—has one graduate, or 2.1% of the total. Together, the 16 grads who are included in the statistics make up 34% of the total.

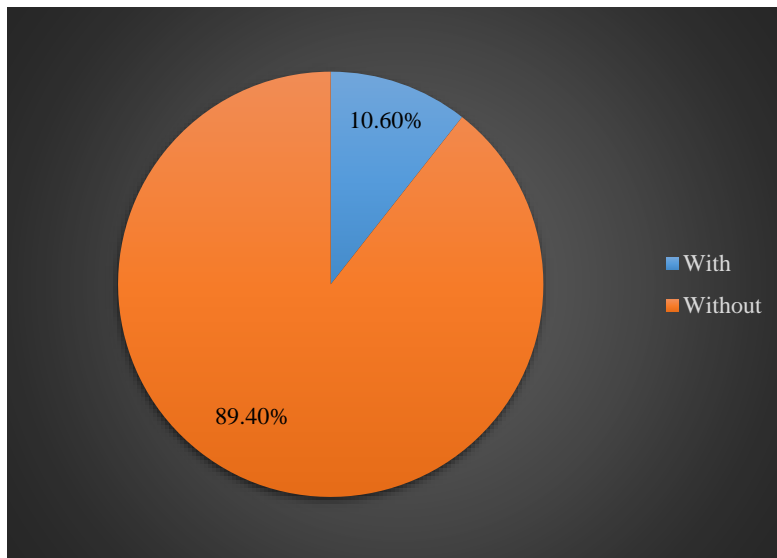
Non-teaching Occupation



Employment Profile and Features of BSED-FILIPINO Graduates

Shown in Figure 7 is the total number of Bachelor of Secondary Education-Filipino from academic year 2021-2022 to 2022-2023 who obtained and undergone post graduate or studies. Only 6 graduates, or 10.6% of the total, got postgraduate degrees or

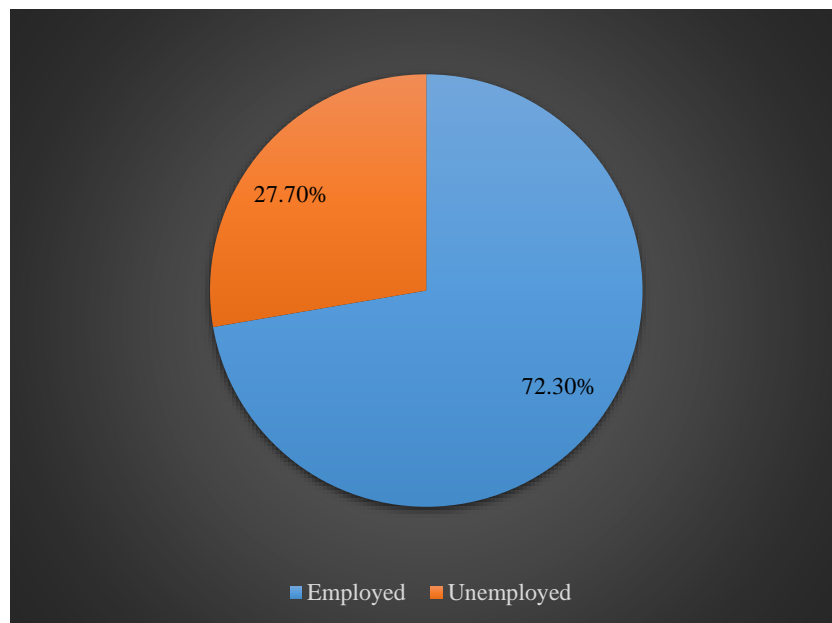
studies, while 41 grads, or 89.4%, chose not to pursue further education, according to the survey. Additionally, the survey revealed that just one degree was earned by graduates, and that was the Master of Arts in Education Major in Filipino. The participants funded their education through working at University of Immaculate Conception.



Employment Rate

Displayed in Figure 8 is the total count of Bachelor of Secondary Education-Filipino from the academic year 2021-2022 to 2022-2023. According to the survey findings, among the 47 graduate students who participated in the online survey, 13 individuals or

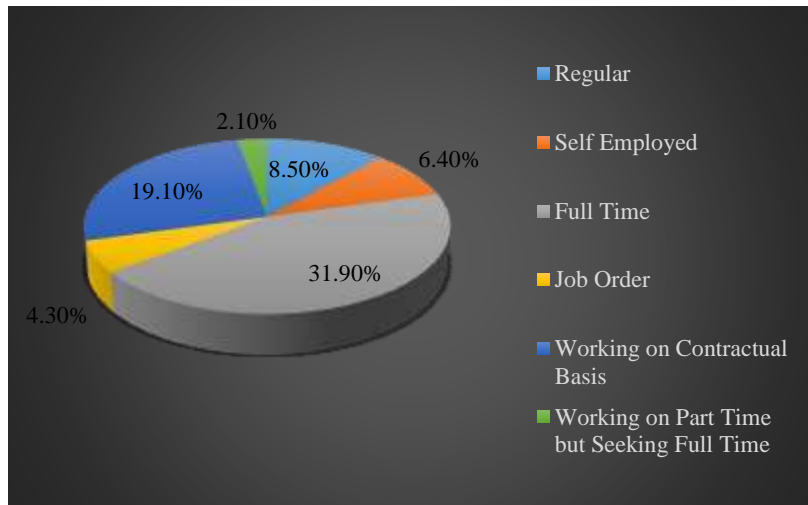
27.7% reported being unemployed, while 34 individuals or 72.3% were engaged in teaching roles, which may encompass online, public, private, or local college settings, and non-teaching professions, as detailed in the next table.



Employment Status

Shown in Figure 9 is the total number of Bachelor of Secondary Education-Filipino graduates from the academic years 2021-2022 to 2022-2023. Findings from the survey indicate that out of the 47 graduate students who provided responses, 4 individuals or 8.5% are employed as regular employees, 3 individuals or 6.4% are

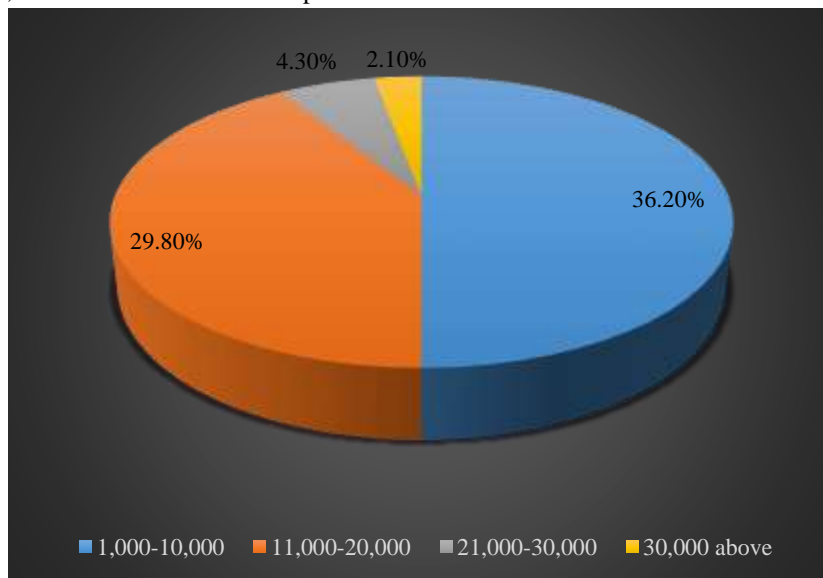
self-employed, an additional 15 individuals or 31.9% are employed full-time, 2 individuals or 4.3% are engaged in job order positions, 9 individuals or 19.1% are working on a contractual basis, and finally, one graduate student is working part-time while actively seeking full-time employment.



Level of Income

Figure 10 shows the total count of Bachelor of Secondary Education-Filipino graduates from the academic years 2021-2022 to 2022-2023. According to the survey results, among the 47 graduate students who provided responses in this regard, 17 individuals or 36.2% reported earning a monthly income ranging from 1,000 to 10,000 pesos, 14 individuals or 29.8% reported

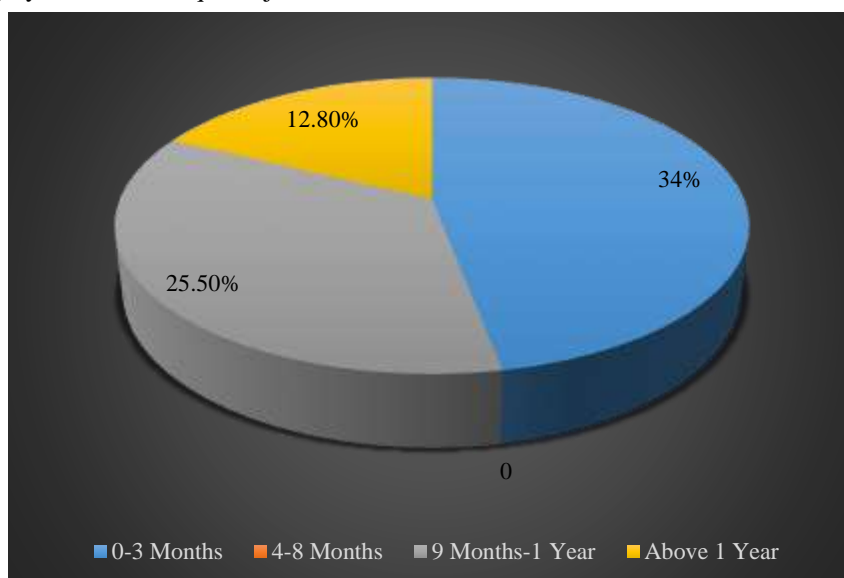
earning between 11,000 and 20,000 pesos per month. Additionally, 2 graduate students or 4.3% disclosed earning a monthly income ranging from 21,000 to 30,000 pesos, and finally, there is 1 graduate student or 2.1% who reported earning 30,000 pesos and above per month.



Period Seeking of Job After College

Shown in Figure 11 is the total number of Bachelor of Secondary Education-Filipino from academic year 2021-2022 to 2022-2023. The survey's results revealed that, out of the 47 graduate students who answered in this category, 16 or 34% required just 0-3

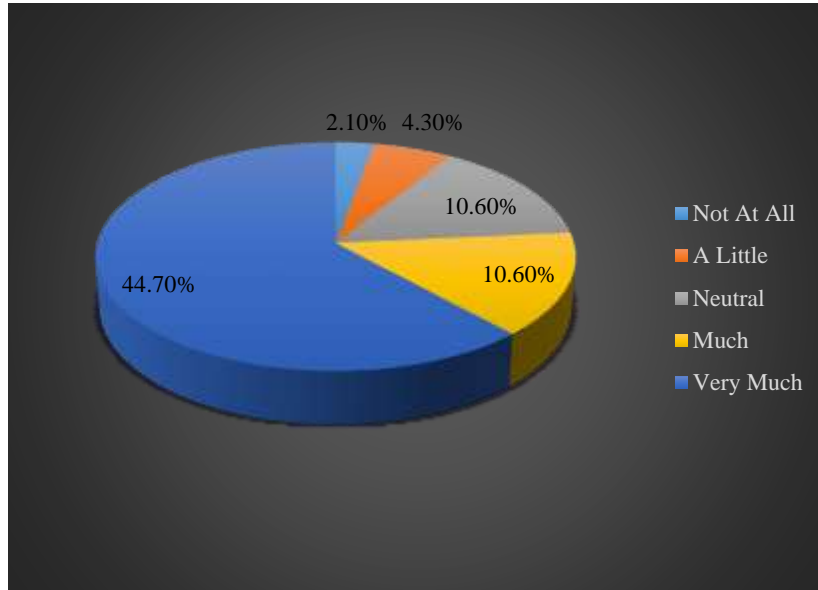
months to secure their first employment, while another 12 or 25.5% were able to do so in a period of 9-1 year. After a year, six people, or 12.8%, were able to secure employment.



Relevance of College Degree to the Present Job

Shown in Figure 12 is the total number of Bachelor of Secondary Education-Filipino from academic year 2021-2022 to 2022-2023 about the relevance of their college degree to their present job. Result of the survey showed that from the 47 graduate students

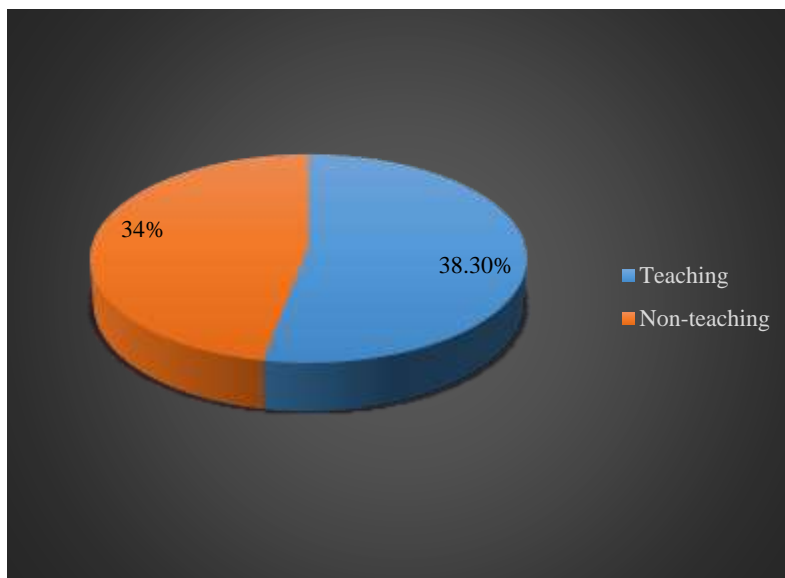
who responded in this aspect, there are 21 or 44.7% chose very much relevant, another 5 or 10.6% chose much relevant and another 5 or 10.6% chose neither. The other 2 or 4.3% chose a little relevant and lastly, the remaining 1 or 2.1% chose not all.



Job Mismatching

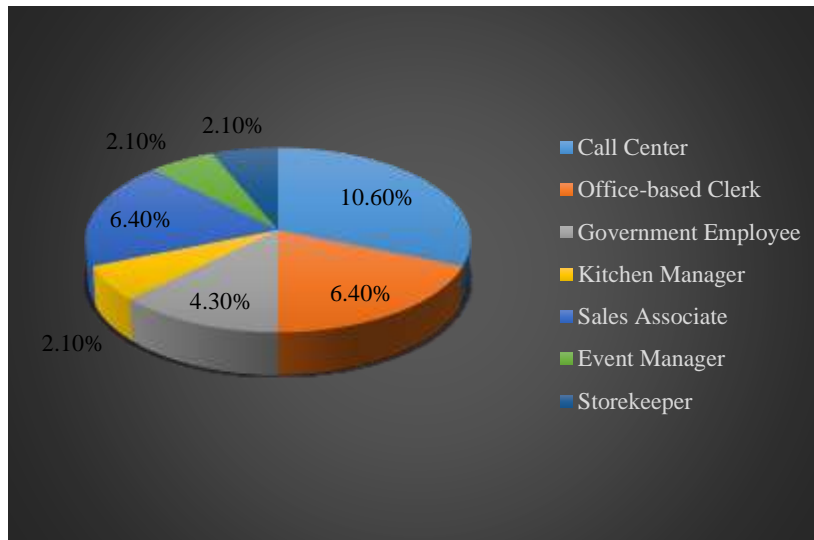
The total number of Filipino Bachelor of Secondary Education graduates from the academic year 2021–2022 to 2022–2023 is shown in Figure 13. The survey's results revealed that, of the 47 graduate students who answered this question, 18 or 38.3% are

currently employed as teachers, whether they be in higher education institutions (HEIs), private schools, public schools, or even online learning environments. The following figure indicates that 16 graduate students, or 34% of the total, work as non-teaching employees.



Shown in Figure 14 is the total number of Bachelor of Secondary Education-Filipino from academic year 2021-2022 to 2022-2023. The survey's findings indicated that five, or 10.6%, of the 47 graduate students who are not teaching—as indicated in Table 14—work in call centers. The remaining three, or 6.4%, are employed as office-based clerks. The remaining 2 or 4.3% are

employed by the government, the remaining 1 or 2.1% are in the kitchen management position, the remaining 3 or 6.4% are in sales associate roles, and the remaining 1 or 2.1% are in event management roles. Lastly, storekeepers make up the final 1 or 2.1% of the workforce.



Level of the Bachelor of Secondary Education- Filipino Graduates Attitude to Work

Shown in Table 1 is the level of the Bachelor of Secondary Education-Filipino graduates with their attitude to work which obtained and earned an overall mean score of 4.36 described as very high. This descriptive meaning and equivalent entails that the level of the BSED-Filipino 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 4.06 with a descriptive equivalent as very high which means that the said item and/or construct is always manifested by the BSED-Filipino graduates in their work or in their workplace. Meanwhile, the items which obtained the highest mean score of 4.65 is item 10 stating *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 BSED-Filipino graduates in their work or in their workplace.

Attitude to Work	Mean	Description
1. I am very interested, happy and satisfied with my work and it is very important for me.	4.12	High
2. I like the kind of job and work I am doing.	4.06	High
3. I accepted assignments and tasks given to me at work without complaints.	4.18	High
4. I arrived on time to prepare my work and extend working hours if necessary.	4.41	Very High
5. I can work better and functional under different working environment and situations.	4.32	Very High
6. I participated in all activities and events inside my workplace.	4.50	Very High
7. I have a good relationship with my colleagues and co-employees.	4.59	Very High
8. I submitted necessary documents and papers on time and beat deadlines.	4.41	Very High
9. I performed my task and job with excellence and outstanding quality.	4.35	Very High
10. I seek assistance and help from others whenever I have clarifications and queries.	4.65	Very High
Overall	4.36	Very High

Level of the Bachelor of Secondary Education- Filipino Graduates Quality Education Provisions

Shown in Table 2 is the level of the Bachelor of Secondary Education-Filipino graduates with quality education provisions which obtained and earned an overall mean score of 4.67 described as very high. This descriptive meaning and equivalent entails that the level of the BSED-Filipino 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 one stating *availability of course materials and different learning resources needed for our studies* obtained the lowest mean score of 4.49 with a descriptive equivalent as very good which means that the said item and/or construct is always manifested by the BSED-Filipino graduates as they studied in Kapalong College of Agriculture, Sciences and Technology (KCAST). Further, the items which obtained the highest mean score of 4.79 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 BSED-Filipino graduates as they studied in Kapalong College of Agriculture, Sciences and Technology (KCAST).

Quality Education Provision	Mean	Description
1. Availability of course materials and different learning resources needed for our studies.	4.49	Very High
2. Quality of course contents from courses offered as well as the teaching and learning process.	4.79	Very High
3. Conduciveness of the learning environment and atmosphere.	4.62	Very High
4. Provision of quality practicum guidelines and activities that develops more my skills and abilities from different industry partners and linkages.	4.70	Very High
5. Quality of learning facilities for first-hand and direct experiences like of different laboratories.	4.55	Very High
6. Quality of different courses offered in the program that develops the total sum of the student skills.	4.64	Very High
7. Level of optimum interaction and contact with my fellow students through different in-campus activities.	4.62	Very High
8. Well-trained and self-renewing Faculty members and staffs.	4.77	Very High
9. Different trainings, seminars and workshops that prepare students for employment.	4.77	Very High
10. Varied learning assessments and instructions which assess students' progress and learning fairly and equally.	4.74	Very High
Overall	4.67	Very High

Level of the Bachelor of Secondary Education- Filipino Graduates Skills and Abilities Development

Shown in Table 3 is the level of the Bachelor of Secondary Education-Filipino graduates skills and abilities development which obtained and earned an overall mean score of 4.51 described as very high. This descriptive meaning and equivalent entails that the level of the BSED-Filipino skills and abilities development is always manifested since the respondents always agree to all of the identified sub-questions under quality education provision.

From the 15 sub-questions, item number three stating *Computer and ICT Skills* obtained the lowest mean score of 4.38 with a descriptive equivalent as very good which means that the said item and/or construct is always manifested by the BSED-Filipino graduates as they studied in Kapalong College of Agriculture, Sciences and Technology (KCAST). Further, the items which obtained the highest mean score of 4.68 is item number three stating *ability to work independently as well as team work and team play* which is described as very good which means that the said item and/or construct is always manifested by the BSED-Filipino graduates as they studied in Kapalong College of Agriculture, Sciences and Technology (KCAST).

Skills and Abilities Development	Mean	Description
1. Organizational and leadership skill.	4.53	Very High
2. Problem solving and critical thinking skills.	4.43	Very High
3. Ability to work independently as well as team work and team play.	4.68	Very High
4. Creative thinking and creativity, initiative and taking a risk if necessary.	4.53	Very High
5. Time Management and decision-making skills.	4.43	Very High
6. Writing competence and skills including technical writing.	4.45	Very High
7. Communication and interpersonal skills.	4.53	Very High
8. Computer and ICT Skills.	4.38	Very High
9. Technical and Entrepreneurial Skills	4.40	Very High
10. Ability to work under pressure.	4.47	Very High
11. Ability to write the essentials and basics of effective lesson planning.	4.49	Very High
12. Code of ethics applied to my teaching profession.	4.60	Very High
13. Knowledge with the different teaching methodologies, techniques and approaches through seminars and workshops.	4.53	Very High
14. Expertise about multidisciplinary research that is essential for understanding students' needs and interests.	4.53	Very High
15. Trainings, seminars and workshops about the preparation and evaluation of different instructional materials.	4.61	Very High
Overall	4.51	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 BSED Filipino Graduates

The primary research objective of this study was to identify the demographic profile of Secondary Education graduates majoring in Filipino, spanning from batch 2022 to batch 2023. The survey findings revealed a predominant presence of female graduates, with a significant portion currently employed as educators. Furthermore, a substantial majority identified as single, with the age distribution predominantly falling within the range of 20 to 25 years. Additionally, one respondent fell within the 26 to 30 age bracket, while another respondent was aged between 36 and 40. Further, studies have indeed explored the potential influence of a person's sex or gender on their employment opportunities and experiences. Informal employment is a greater source of employment for men than for women at the world level (63 vs 58 percent), in developed countries (19 vs 18 percent), and emerging countries (69 vs 64 percent). However, in developing countries, the percentage of women workers who are informally employed (92 percent) is substantially higher than the percentage of male workers (87 percent). Further, in a majority of countries (56 percent), the percentage of women workers in informal employment exceeds the percentage of men workers. This does not result in higher global averages due to higher shares of informal employment for men relative to women in emerging countries with large populations such as Russia and China as well as most countries of the Middle East and Northern Africa. Further, although more women workers than men workers are informally employed in India and Pakistan and some other countries of Southern Asia, low female labor force participation rates limit the effect of high female informal employment rates in the global and regional estimates. (Bonnet et. al, 2019).

Also, some studies show that while companies are modestly increasing women's representation at the top, doing so without addressing the broken rung offers only a temporary stopgap. Because of the gender disparity in early promotions, men end up holding 60 percent of manager-level positions in a typical company, while women occupy 40 percent. Since men significantly outnumber women, there are fewer women to be promoted to senior managers, and the number of women decreases at every subsequent level. (McKinsey & Company, 2023).

Several studies have been carried out on the relationship between marital status and job satisfaction. Results of the studies have shown that marital status has a continual commitment on the organization with the married group being much happier in their jobs compared to the other statuses found that marital status play a part in the determination of job satisfaction as well as the level of performance delivered by the employee. A married person would have a very distinct sort of organizational commitment, which would have a continual nature. In other words, the person would feel much more obligated towards his job just like one would feel in their religion/ family matters etc. In that regard, other factors would be affected in the same vein as well such as level of job satisfaction and even loyalty towards the organization that one has been working for. A number of findings have outlined a list of factors that become hindrances for employees' especially female employees in the path of attaining work-life balance. These factors include role conflict, no kind of recognition or acknowledgment on an achievement, organizational politics, gender bias, elderly and child care issues

and so on and so forth (Mani V, 2013). It has also been found that the reason for work-life conflict for married families include child care issue, matter of salary, time constraints etc. (Atif & Zubairi, 2018).

However, studies have indeed shown a correlation between younger age, higher education, and job changes. Younger individuals, especially those who are well-educated, may still be in the process of exploring their career options. They might change jobs more frequently as they search for the right fit or pursue opportunities for growth and advancement. Well-educated individuals often possess skills that are in high demand. They may change jobs to leverage their education and acquire new skills or experiences that align better with their career goals. In some industries or fields, younger, well-educated workers are highly sought after. They may receive more job offers or opportunities for advancement, leading them to change jobs more frequently (Fehrmann, 2019).

Some research found that workers aged 55 years and above are less likely than their younger counterparts to engage in dominating. Similarly, in a recent daily diary study, older employees were found to be more avoiding and obliging than their younger peers when handling workplace conflicts. The findings from work and non-work contexts indicate that compared with younger individuals, older individuals tend to report fewer negative emotions and utilize more avoiding and obliging and fewer dominating when handling tensions with others (Yeung et al., 2020).

Educational Attainment and Development

The tracer study reveals the educational achievements of graduates majoring in Secondary Education with a focus on Filipino. According to the survey findings, nine graduates pursued and successfully obtained vocational education degrees and/or National Certificate Level II qualifications. These encompass certifications in diverse fields such as food processing, front office management, food and beverage services, agriculture production, bookkeeping, shielded metal arc welding, and computer servicing. Furthermore, six graduates pursued advanced degrees to further their education. Specifically, they pursued and obtained a Master of Arts in Education majoring in Filipino.

In line with this, study revealed that short-cycle tertiary graduates have higher employment rates than those with bachelor's or master's or equivalent degrees, while in others they have lower rates. As short-cycle tertiary programmes aim to provide professional skills, often combined with an implicit promise of an easier transition into the labour market, these data suggest that there are differences in the effectiveness of such programmes educational attainment and employment rates are positively correlated across different levels of tertiary attainment. Individuals aged 25-64 with a doctoral or equivalent degree have the highest employment rates of all ISCED attainment levels in all OECD countries except in Luxembourg and New Zealand. Likewise, the employment rate of individuals with a master's or equivalent degree is higher than the employment rate of those with a bachelor's or equivalent degree as their highest level of attainment everywhere except New Zealand. On average, individuals with a master's or equivalent degree are 5 percentage points more likely to be employed than individuals with a bachelor's or equivalent degree. The difference in employment rates persists throughout adults' working life in most OECD countries. So, although master's graduates are more likely to have work experience than bachelor's graduates, their higher employment rates are not simply due to them finding employment



after graduating more easily than those with a bachelor's or equivalent degree (OECD library, 2022).

Employment Profile and Features of BSED Filipino Graduates

According to the findings of the tracer study, over half of the graduates have secured employment, with the teaching profession being the predominant field, encompassing roles in public schools, private institutions, and local colleges. Additionally, a portion of graduates has diversified into various sectors such as government, call centers, office-based roles, kitchen management, sales, event management, and storekeeping. The majority of employed graduates hold regular full-time positions, with earnings ranging from ₱1,000 to ₱20,000 monthly.

Further analysis from the tracer study indicates that a significant number of education graduates have successfully passed the Licensure Examination for Teachers (LET) and secured employment within three months post-graduation. Presently, these employed individuals typically earn salaries ranging from ₱10,000 to just under ₱15,000 per month. Similarly, the majority of them possess the competence and skills necessary to meet the demands of the global employment market. Lastly, from the findings, the study recommends that the college should conduct graduate tracer study as it is a very powerful tool that can provide valuable information for evaluating the whereabouts and performance of the graduates in the workplace. This study aimed to keep track of the graduates in one of the state universities in the Philippines (Cuadra et. al, 2019).

Another tracer study revealed that the most of graduates (37.41%) find their employment working fulltime, followed by self-employed (21.46%). Only 8.78% and 7.80% not working and looking for a job and working part-time but not seeking fulltime respectively. For the employment type of graduates, a large number of graduates at 67.80% are in the job as teacher, and only 25.84% are in the other type of employment. Only 5.85% are in the position of principal or administrators. A significant proportion of teacher education graduates were professionally employed, based on the findings of the study of (Aquino, Punongbayan, Macalaguim, et.al., 2015).

Level of the Bachelor of Secondary Education Major in Filipino Graduates Attitude to Work

The level of the Bachelor of Secondary Education major in Filipino graduates with their attitude to work was described as high and very high. This descriptive meaning and equivalent entails that the level of the BSED Filipino graduates' attitude to work is evident as respondents overwhelmingly express strong agreement with all the identified sub-questions pertaining to their attitude towards work.

It has been revealed by a number of studies that teacher motivation could be enriched when teachers have the right to choose teaching materials, programmes and teaching methods and to determine classroom organization and discipline. Factors identified included adequate professional relations and ties, professional input, teacher evaluation, leadership and teacher development. Other identified motivation factors included social values and norms, working environment and colleagues, teacher personal information and professional variables. A study of researchers has provided a list of direct motivating factors (intrinsic motivation and extrinsic motivation) and indirect motivating factors (autonomy, working relationships, self-realization and institutional support). They believed that these factors heavily influenced the maintenance of teacher motivation over their career. As intrinsic motivation has been considered as significant factor for pre-service teachers to make career choice, extrinsic influences especially financial benefits such as salary,

pension and insurance etc. were often mentioned extrinsic factors motivating in-service teachers (Jiyong Han and Hongbiao Yin, 2016).

Level of the Bachelor of Secondary Education Graduates Quality Education Provisions

The level of the Bachelor of Secondary Education major in Filipino graduates with quality education provisions was described as very high. This descriptive meaning and equivalent entails that the level of the BSED Filipino graduates' quality education provision is always manifested as respondents consistently agree with all identified sub-questions pertaining to quality education provision.

This finding is in consonance to the study which pointed out that high-quality teaching is central to the higher education sector. Its pursuit has become heightened with increasing competition across institutions and opportunities to study globally through various modes (Harrison et. al, 2022).

A study highlight how quality education is essential for fostering the knowledge, skills, values, and attitudes necessary for sustainable development. Researchers argue that education should not only provide individuals with academic knowledge but also equip them with the critical thinking abilities to understand complex sustainability challenges and the creativity to devise innovative solutions. Furthermore, the researchers emphasize the importance of education for promoting sustainable development at both the individual and societal levels. Quality education enables individuals to make informed decisions that contribute to environmental conservation, social equity, and economic prosperity. Moreover, education can empower communities to address pressing sustainability issues such as climate change, poverty, and resource depletion. The study underscores the transformative potential of education in advancing sustainable development goals. By investing in quality education that promotes sustainability principles, societies can build a more equitable, resilient, and environmentally responsible future (Mokski et.al, 2022).

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

The level of the Bachelor of Secondary Education major in Filipino graduates with the skills and abilities development was described as very high. This descriptive meaning and equivalent necessitate that the proficiency and competence of BSED Filipino graduates in skills and abilities development are consistently evident.

In connection to the results, a study shows prevalent culture of resume-building activities and argues for a shift towards colleges and institutions that prioritize intellectual curiosity and personal development. The study emphasizes the importance of a diverse array of challenging courses, majors, and extracurricular opportunities, which allow students to engage deeply with their interests and develop a holistic understanding of the world. While the study does not specifically name colleges or institutions that embody this ideal, the insights underscore the significance of seeking out educational environments that foster critical thinking, intellectual growth, and personal fulfillment, rather than merely focusing on credentials (William, 2015).

Further, another study shows the significance of a comprehensive approach to life skills education, highlighting key components for effective implementation. The study emphasizes the importance of a curriculum that is both sequential and developmentally appropriate, ensuring that skills are introduced and built upon in alignment with students' maturity levels. Active learning



strategies, such as role-playing and group discussions, are advocated for fostering student engagement and skill acquisition. Additionally, the study stresses the necessity of providing ample opportunities for practice and feedback to facilitate skill mastery. Moreover, integrating life skills education across various contexts, including homes and communities, is highlighted as essential for promoting holistic development. Teacher training and ongoing support are deemed crucial for educators to deliver the curriculum effectively. Lastly, collaboration with families, community organizations, and other stakeholders is encouraged to enrich students' learning experiences and provide real-world application opportunities. By incorporating these elements, educators can better equip students with the essential life skills needed to navigate challenges and thrive in contemporary society (Durlak et al., 2019).

Summary of Findings

After the conduct of the survey which successfully responded to 100% of respondents, the following are the summary of findings: the institution, Kapalong College of Agriculture, Sciences and Technology, produced a total of 47 graduates, comprising 13 males and 34 females. All respondents indicated a single civil status, with none being married. Regarding age distribution, the majority of graduates fall within the 20-25 age bracket, with only one graduate aged 26-30 and another aged 36-40. Batch 2022 yielded the highest number of graduates, totaling 24 students, while batch 2023 had the fewest, with 23 graduates. Furthermore, 19.1% of graduates obtained a vocational course or National Certificate, whereas only 10.6% pursued further studies.

In addition, when it comes to the employment rate, 72.3% of graduates have secured employment, while 27.7% remain unemployed. Among respondents, nearly half are employed full-time, with others engaged in various forms of employment such as regular, self-employment, job order, contractual work, and part-time roles with a desire for full-time positions. The majority of graduates report a monthly income ranging from 1,000 to 10,000, with approximately half earning between 11,000 and 20,000. Fewer graduates earn 21,000 to 30,000 and above monthly. For most graduates, the job search spanned from 0 to 3 months or 9 months to 1-year post-college, with a significant proportion (38.3%) acknowledging the relevance of their college degree to their current employment. Additionally, 34% of surveyed graduates work in non-teaching roles.

Lastly, according to the survey, the BSED major in Filipino graduates demonstrated a high and very high level of work attitude. Additionally, the institution's provision of quality education was rated as very good, and the development of skills and abilities among the graduates was also assessed as very high.

CONCLUSION

Following the survey, several conclusions emerged. Firstly, the employment rate among BSED major in Filipino graduates from the batches of 2022 to 2023 stands at 72.3%, indicating that nearly three-quarters of the graduates possess the necessary skills to secure employment. Additionally, a majority of the graduates hold regular employment positions, with some engaged in full-time work. Lastly, the survey underscores the relevance of the college degree to the graduates' employment, highlighting the institution's provision of quality education through courses and disciplines that effectively prepare graduates for their respective fields.

Moreover, the level of the attitude of work graduates' students demonstrated a strong consensus, indicating their efficient and effective performance of tasks and responsibilities. Furthermore,

the institution's educational standards were rated as very good, highlighting KCAST's commitment to providing quality education through diverse training programs, seminars, abundant learning resources, and a proficient faculty and staff. Lastly, the graduates' skills and abilities exhibited a notably very high level of development, showcasing KCAST's success in nurturing and refining a wide range of talents and interests among its students.

RECOMMENDATIONS

Based on the study's summary of findings and conclusions drawn, the following recommendations are suggested: Initially, given the survey's indication of a percentage of graduates facing unemployment, it is advisable for the school to appoint a graduate employability coordinator. This individual would be tasked with tracking and overseeing graduates' employment statuses, as well as organizing online forums to disseminate information regarding various job vacancies and opportunities available for application.

Secondly, there exists a subset of graduate students who have pursued non-teaching roles. Consequently, it is advisable for the school to offer various training sessions, seminars, and workshops to engage these students. This engagement will foster their motivation to further pursue a career in education. These initiatives aim to build upon the extensive training, seminars, and workshops they experienced during their college years, which equipped them with the necessary preparation, skills, and competence to excel as educators.

Thirdly, within the framework of skills and abilities enhancement, it is observed that computer and ICT skills garnered the least average rating. Consequently, it is imperative for the institution to prioritize the improvement of these competencies. This could involve implementing targeted training programs, fostering a technology-integrated learning environment, and providing ample resources for skill development in the realm of computing and information and communication technology. By addressing this area of deficiency, the institution can better equip individuals with the necessary tools to thrive in an increasingly digital-centric world.

Lastly, the study's findings indicate that graduates typically took between 1 to 3 months or 9 months to 1 year to secure employment post-college. Therefore, it is advised that the institution strengthen its partnerships with local industries and community networks. This collaboration could facilitate quicker job placement for graduates upon completing their degrees. By expanding these partnerships, the institution can increase job prospects for its graduates, leveraging the numerous opportunities available through its industry connections and community engagements.

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