



TRACER STUDY ON THE EMPLOYABILITY OF ELEMENTARY EDUCATION GRADUATES FROM ACADEMIC YEAR 2019 TO 2023

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ABSTRACT

Tracer study is used to determine the needs for improvement of a program in colleges and university by measuring the employability and the effectivity of the quality education provided by the institution to its graduates. This tracer study aims to determine the employment rate and status of graduates from 2019 to 2023 of the program Bachelor in Elementary Education – Generalist of a local college in Kapalong, Davao del Norte. The study used a descriptive method with a total number of 172 respondents and was conducted online using Google Forms. The result of the tracer study reveals that the employment rate of the graduates is 51.16% in which 30.81% practiced the teaching profession while 20.35% are in non-teaching field. The survey also revealed that 22.67% of the employed graduates earned within Php21,000 to Php30,000 per month, and 20.93% have secured their first job within 4 to 8 months. Attitude to work, quality education provision, and skills and abilities development both obtained a very high level of description which signifies that these are always manifested by the graduates. Thus, it is recommended that the institution should improve its partnerships with local industry partners and community linkages and establish graduates and employability coordinator to trace and help graduates informed for more opportunities for work.

KEYWORDS: *tracer study, elementary education, employability, teacher education*

INTRODUCTION

Tracer study serves an important indicator to measure the effectiveness of providing quality education and relevant services among educational institution. It gives universities and colleges instructors the skill and knowledge which help them provide

quality education as it help them identify the strength, weaknesses, and areas of need of the program. In fact, future employees' standing in the labor market is significantly influenced by the quality of the educational services they receive and how employers and students see it (Adillo, 2024).



Moreover, tracer study looks on the details of employment, profile of the graduates, and the status of employment to determine the career profiles of the graduates to ensure the relevance of the curriculum. Therefore, the results from tracer study serves as basis for enhancing training program and revision of current implemented curriculum in the program (Mendoza, 2023).

Around the world, university and colleges conducted tracer study to monitor reliable data on the employability of their graduates and effectivity of their programs. In Ethiopia, Tefera (2018) conducted a tracer study to gather accurate and valid data that could help in improving the standard of the educational courses at Debre Berhan University. Additionally, a tracer study conducted by Dabrowska-Resiak (2019) to verify how education led to the labor market, the development of the career of Polish university graduates which includes students who are enlisted under Erasmus programs. In Southeast Asia, the Royal University of Phnom Penh conducted biannual tracer studies to expand understanding of their alumni's employability and satisfaction with the program (Chet, Sok, Vong, & Sok, 2021).

Pardo and Pichay (2019), traced the 2016 graduates of College of Teacher Education of University of Northern Philippines in Ilocos Sur to assess their employment status, the most useful job-related and learned competencies, and their suggestion for enhancement of the program's curriculum. Using descriptive survey method, a total of 320 graduates were reached as respondents. The results showed that within six months after their graduation, most of the graduates were employed in private entities related to their course. The study also reveals that communication and practice teaching subjects are the most useful to the graduates and they suggested that teaching-learning process should focus on the development of their skills and the application of concepts, theories, and principles to real world.

In Davao de Oriental, 150 graduates of Bachelor of Elementary Education from 2013-2021 serves as respondents of a tracer study conducted by Davao Oriental State University – Cateel Extension Campus. The results showed that most of the graduates, who are mostly females, acquired their job within six months after they graduated and are employed as regular or permanent basic education teachers within Davao Oriental. Furthermore, most of them are employed in the Department of Education and earned a salary of almost ₱27,500 per month with communication skills and discipline are considered by the graduates as the most useful in their employment. Lastly, the study also recommended that increasing the availability the resources, facilities, and equipment of the school's library and laboratory will enhance instruction and assist the students more on their academic endeavors (Apostol & Susada, 2022).

In the local setting, Escandallo (2024) traced the graduates of Bachelor of Elementary Education – Generalist from 2015 to 2019 of a local college in Kapalong to determine the rate of employment and their employability status. A total of 209

respondents answered the researchers-made tracer survey reveals that the employment rate of the elementary education graduates was 85.16%, in which graduates who works as teachers comprised 61.8%. It also shows that 31.6% of the graduates are regular employees, 29.9% are full-time, 15.5% are self-employed, 11.5% are contractual, and 6.9% are part-time employees. The survey also showed that 10% of the graduates pursued graduate and post-graduate studies. The results also showed a very high-level manifestation of attitude to work, quality education provisions of the institution, and skills and abilities development among elementary education graduates.

Hence, this tracer study was conducted to check the rate and status of employment of the Bachelor of Elementary Education graduates which includes their self-rated evaluation about their attitude to work, the quality education provided by the institution and their development in terms of skills and abilities obtained from it. This will serve as an indicator of the institution on their continuing enhancement of providing quality education through improving and designing the curriculum of elementary education that will ensure future graduates employment and equip them with skills and values needed by the community.

OBJECTIVES OF THE STUDY

The primary purpose of this study was to:

1. Describe the demographic profiles 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;
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 graduate-respondents self-rated evaluation with their attitude to work?
4. Determine the level of the graduate-respondents self-rated evaluation with the quality education provision of the institution?
5. Determine the level of the graduate-respondents self-rated evaluation with the skills and abilities obtained in the institution and its usability with their present occupation?

METHODS

Design

This tracer study used descriptive method of research for it involved a collection of quantitative information tabulated in numerical form. Baker (2017) refer to descriptive quantitative design as skipping into potential cause and effect for it gathered variable without changing the environment or adjusting the



variables. Additionally, Ghanad (2023) stated that descriptive method is more concerned to “what, where, and when” to describe accurately a population, situation and phenomenon than “why” it happened. Moreover, it frequently used observational and survey method to gather descriptive data and uses graphs and charts to aid audience to visually understand the data distribution. In this study, descriptive method was used to describe the rate and status of employment of the graduates of Bachelor of Elementary Education – Generalist of Kapalong College of Agriculture, Sciences and Technology. Along with describing the employment status, it will also measure the employment rate and help provide information about the graduates' age, gender, and marital status.

Population and Sample

The primary population and sample of this tracer study were the Bachelor of Elementary Education graduates of Kapalong College of Agriculture, Sciences and Technology from the academic year 2019 until academic year 2023. Hence, complete enumeration random sampling was used to track and trace the graduates of their employment rate and status. To be more specific, in the year 2019, there were 105 graduates, 17 are males and 88 are females; in year 2020, there are 2 graduates in which all are females. There are no recorded graduates of the program for the year 2021. In 2022, there are a total of 28 graduates in which 4 are males and 24 are females; and for 2023, there are 37 graduates, 5 of which are males while 32 are females. Overall, the total population and sample of the study is 172 graduates of elementary education from 2019 to 2023, in which 26 are males and 146 are females.

Research Instrument

The research instrument used in this study was from the tracer study of Escandallo (2024) entitled “A TRACER STUDY ON THE ELEMENTARY EDUCATION GRADUATES FROM ACADEMIC YEAR 2015 TO 2019: EMPLOYMENT IN FOCUS”. The survey questionnaire has a Cronbach alpha of 0.955 which can be interpreted as having an excellent internal consistency.

Data Collection Procedure

Data collection refers to the process of acquiring data with the aim of learning more of the research topic. Further, it is in this stage that allows a researcher to find answers for the research questions (Taherdoost, 2021). Thus, the following are the steps primarily taken responsibly by the researchers in gathering the data needed for this study.

First, the researchers asked the data of the total number of Bachelor of Elementary Education who graduated from academic year 2019 up to academic year 2023 to the college registrar so that the data will be exact and accurate.

Second, after obtaining the total number of graduates, the researchers utilized the survey tracer questionnaire of Escandallo (2024) to determine the employment rate, employment status, educational attainment and development, attitude to work, provision quality of education, and development of skills and abilities of every elementary education graduate.

Third, using Google Forms, the researchers began tracking the graduates based on their employment status and rate, educational attainment and development, work attitude, provision of quality education, and development of skills and abilities.

Fourth, the researchers collected the questionnaire and started tallying after the graduate students finished responding to it to be prepared for data treatment and analysis.

Lastly, for an easier and better understanding of the outcome, the data was analyzed and evaluated by the institution's designated statistician and presented in tabular and graphical form.

Data Analysis

For the data analysis, mean was used to get 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 based on answering the set of objectives of the study.

Demographic Profiles of the BEED Graduates

The first main objective of this tracer study is to describe the demographic profile of the Elementary Education graduates from the academic year 2019 up to academic year 2023. These profiles include the sex, civil status, age, year graduated, and educational attainment and development.

Sex. Shown in Table 1 is the total number of Bachelor of Elementary Education – Generalist graduates from the school year 2018-2019 to school year 2022-2023. In the batch 2019, with a total number of 105 graduates or 61.05% of the total graduate-respondents, 17 or 9.88% are males while the remaining 88 or 83.81% are females. In batch 2020, all the 2 graduates are female which constitute 1.16% of the total graduate-respondents. In batch 2021, there are no graduates from the program. In batch 2022, out of 28 graduates which is 16.28% of the total graduate-respondents, 4 or 2.33% are males while the remaining 24 or 13.95% are females. Lastly, in batch 2023, out of 37 graduates which is 21.51% of the total graduate-respondents, 5 or 2.91% are males and the remaining 32 or 18.60% are females. Overall, the total number of males is 26 of the total graduate-respondents while the remaining 146 are females.



Year Graduated	Sex	Frequency	Percent (%)
2019	Male	17	9.88
	Female	88	51.16
Subtotal		105	61.05
2020	Male	0	0.00
	Female	2	1.16
Subtotal		2	1.16
2022	Male	4	2.33
	Female	24	13.95
Subtotal		28	16.28
2023	Male	5	2.91
	Female	32	18.60
Subtotal		37	21.51
Total		172	100.00

Table 1. Sex Distribution of Bachelor of Elementary Education – Generalist Graduates

Civil Status. Shown in Table 2 is the civil status of Bachelor of Elementary Education – Generalist graduates from the academic year 2018-2019 up to academic year 2022-2023. The data reveals

that out of 172 graduate-respondents, only 1.74% or 3 are already married while the remaining 169 or 98.26% are still single. Further, no graduates currently identify widowed or separated.

Civil Status	Frequency	Percent (%)
Single	169	98.26
Married	3	1.74
Total	172	100.00

Table 2. Civil Status of Bachelor of Elementary Education – Generalist Graduates

Age. In Table 3, it shows the age of the Bachelor of Elementary Education – Generalist graduates from the academic year 2018-2019 up to academic year 2022-2023. Out of 172 graduate-

respondents, 66.86% are 21-25 years old; 28.49% are 26-30 years old; 4.07% are 31-35 years old; and remaining 0.58% aged around 36-40 years old.

Age	Frequency	Percent (%)
21-25	115	66.86
26-30	49	28.49
31-35	7	4.07
36-40	1	0.58
Total	172	100.00

Table 3. Age Distribution of Bachelor of Elementary Education – Generalist Graduates

Year Graduated. Shown in Table 4 is the total number of graduates of Bachelor of Elementary Education – Generalist from the academic year 2018-2019 up to academic year 2022-2023. There are 172 graduate-respondents in this study. For the year 2019, there are 105 graduates, comprising 61.05% of the total graduate-respondents. In the batch 2020, there are only 2

graduates, which only constitute 1.16% percent of the total graduate-respondents. Batch 2022 comprised of 28 graduates which is 16.28% of the total graduate-respondents. Lastly, batch 2023 comprised of 37 graduates which is 21.51% of the total graduate-respondents.

Year Graduated	Frequency	Percent (%)
2019	105	61.05
2020	2	1.16
2022	28	16.28
2023	37	21.51
Total	172	100.00

Table 4. Year Graduated of Bachelor in Elementary Education – Generalist Graduates

Employment Profile and Features of BEED Graduates

The second research objective of this tracer study is to determine the employment profile and features of Bachelor in Elementary Education – Generalist graduates from the academic year 2018-2019 up to academic year 2022-2023. The following are included in this objective are employment rate, employment status, level

of income, period of seeking job after college, relevance of college degree to the present job and job mismatching.

Employment Rate. Table 5 shows the employment rate of Bachelor in Elementary Education – Generalist graduates from the academic year 2018-2019 up to academic year 2022-2023.



Out of 172 graduate-respondents that answered the survey, 88 or 51.16% are employed which includes teaching and non-teaching job while the remaining 84 or 48.84% are unemployed.

Employment Rate	Frequency	Percent (%)
Employed	88	51.16
Unemployed	84	48.84
Total	172	100.00

Table 5. Employment Rate of Bachelor of Elementary Education – Generalist Graduates

Employment Status. Shown table 6 is the employment status of Bachelor in Elementary Education – Generalist graduates from the academic year 2018-2019 up to academic year 2022-2023. Based on the results of the survey, out of 88 or 51.16% of employed BEED graduates, 19.19% are regular, 13.95% are

working full-time, 9.30% are working on contractual basis, and 3.49% are working part-time. 1.74% of employed graduates are working part-time but not seeking full-time work. Similarly, employed graduates on both job order and self-employed status got 1.74% each.

Employment Status	Frequency	Percent (%)
Working Full Time	24	13.95
Working Part Time	6	3.49
Working part-time but not seeking full-time work	3	1.74
Working on contractual basis	16	9.30
Regular	33	19.19
Job Order	3	1.74
Self-employed	3	1.74
Total	88	51.16

Table 6. Employment Status of Bachelor of Elementary Education – Generalist Graduates

Level of Income. Table 7 shows the monthly income of Bachelor in Elementary Education – Generalist graduates from the academic year 2018-2019 up to academic year 2022-2023. Based from the results of the survey, from 51.16% of employed

graduates, 12.215 from this earned Php1,000-Php10,000 per month, 13.95% earned Php11,000-Php20,000 per month, 22.67% earned Php21,000-Php30,000 per month. Only 2.33% earned above Php30,000 per month.

Level of Income	Frequency	Percent (%)
Php1,000-Php10,000	21	12.21
Php11,000-Php20,000	24	13.95
Php21,000-Php30,000	39	22.67
Above Php30,000	4	2.33
Total	88	51.16

Table 7. Level of Income of Bachelor of Elementary Education – Generalist Graduates

Period Seeking of Job After College. Table 8 shows the range of period seeking job after college of Bachelor of Elementary Education – Generalist graduates from the academic year 2018-2019 up to academic year 2022-2023. Results from the survey shows that from 5.16% of employed BEED graduates, 19.19%

took on 0-3 months to have their first job, 20.93% have their first job within 4-8 months, 9.30% have their first job within 9-12 months. Only 3 or 1.74% have landed in their first job above a year.

Period of Seeking the First Job after College	Frequency	Percent (%)
0-3 months	33	19.19
4-8 months	36	20.93
9-12 months	16	9.30
Above 1 year	3	1.74
Total	88	51.16

Table 8. Period of Seeking the First Job after College of Bachelor of Elementary Education – Generalist Graduates

Relevance of College Degree to the Present Job. Shown in table 9 is the evaluation of the Bachelor of Elementary Education –

Generalist graduates from the academic year 2018-2019 up to academic year 2022-2023 on the relevance of their college degree



to their present job. Based from the result of the survey, from the 51.16% employed graduates, 38.37% says that their college degree is very much relevant to their present job.

Relevance of College Degree to the Present Job	Frequency	Percent (%)
Very Much	66	38.37
Much	14	8.14
Neutral	5	2.91
A Little	2	1.16
Not At All	1	0.58
Total	88	51.16

Table 9. Relevance of College Degree to the Present Job of Bachelor of Elementary Education – Generalist Graduates

Job Mismatching. Shown in table 10 is the mismatch in job or job alignment of the Bachelor of Elementary Education – Generalist graduates from the academic year 2018-2019 up to academic year 2022-2023. From the 172 BEED graduates that

respond to the survey, 53 or 30.81% are working as teacher in private or public institution. Meanwhile, 35 or 20.35% of the graduates are working as non-teaching employee which is specified in the next figure.

Job Alignment	Frequency	Percent (%)
Teaching	53	30.81
Non-Teaching	35	20.35
Total	88	51.16

Table 10. Job Alignment of Bachelor of Elementary Education – Generalist Graduates

Presented in table 11 the job specification of non-teaching roles of Bachelor of Elementary Education – Generalist graduates from batch 2019 to batch 2023. From the 35 or 20.35% who work as non-teaching employee, 5.81% of them are office-based clerks, 4.65% of which are call center agents, 4.07% are government

employees, 2.91% are sales agent/specialist/representatives. Meanwhile, 1.16% are account specialist. Both marketing specialist, technician, and domestic helper account for 0.58% each.

Job Specification for Non-Teaching Roles	Frequency	Percent (%)
Government Employee	7	4.07
Sales Agent/Specialist/Representative	5	2.91
Account Specialist	2	1.16
Marketing Specialist	1	0.58
Technician	1	0.58
Office-based Clerk	10	5.81
Domestic Helper	1	0.58
Call Center Agent	8	4.65
Total	35	20.35

Table 11. Job Specification for Non-Teaching Roles of Bachelor of Elementary Education – Generalist Graduates

Level of the Bachelor of Elementary Education Graduates Attitude to Work

Table 12 shows the level of the Bachelor of Elementary Education – Generalist graduates with their attitude to work which obtain and earned an overall mean score of 4.68 described as very high. This means that the level of attitude to work by BEED- Generalist graduates is always manifested since most of the response of the graduates are identified to be strongly agreed with the sub-questions under attitude to work.

Based on the table, item number 6 stating – *I participated in all activities and events inside my workplace* got the lowest mean which is 4.6 which is described as very high means that it is always manifested in the workplace of BEED – Generalist graduates. Item number 10 which states – *I seek assistance and help from others whenever I have clarifications and queries* obtained the highest mean which is 4.77 and described as very high means that the said item is always manifested by the BEED – Generalist graduates 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.	4.68	Very High
2. I like the kind of job and work I am doing.	4.63	Very High
3. I accepted assignments and tasks given to me at work without complaints.	4.70	Very High
4. I arrived on time to prepare my work and extend working hours if necessary.	4.70	Very High
5. I can work better and functional under different working environment and situations.	4.65	Very High
6. I participated in all activities and events inside my workplace.	4.62	Very High
7. I have a good relationship with my colleagues and co-employees.	4.66	Very High
8. I submitted necessary documents and papers on time and beat deadlines.	4.67	Very High
9. I performed my task and job with excellence and outstanding quality.	4.67	Very High
10. I seek assistance and help from others whenever I have clarifications and queries.	4.77	Very High
Overall	4.68	Very High

Table 12. Level of Bachelor of Elementary Education – Generalist Graduates Attitude to Work

Level of the Bachelor of Elementary Education Graduates Quality Education Provisions

Table 13 shows the level of Bachelor of Elementary Education – Generalist graduates with quality education provisions which obtained an overall mean of 4.77 described as very high which means that graduates of BEED – Generalist’s quality education provision is always manifested as they have responded to every sub-question under the quality education provision as strongly agreed.

From the ten sub-questions, item number 5 which states – *quality of learning facilities for first-hand and direct experiences like of different laboratories* obtained the lowest mean of 4.67 which can be described as very high means that this item is always manifested when the graduates studied at the Kapalong College of Agriculture, Sciences and Technology. On the other hand, item number 7 stating – *Level of optimum interaction and contact with my fellow students through different in-campus activities* got the highest means of 4.82 that can be described as very high means that the graduates during their studies in Kapalong College of Agriculture, Sciences and Technology has always manifested the said item.

Quality Education Provision	Mean	Description
1. Availability of course materials and different learning resources needed for our studies.	4.77	Very High
2. Quality of course contents from courses offered as well as the teaching and learning process.	4.78	Very High
3. Conduciveness of the learning environment and atmosphere.	4.78	Very High
4. Provision of quality practicum guidelines and activities that develops more my skills and abilities from different industry partners and linkages.	4.80	Very High
5. Quality of learning facilities for first-hand and direct experiences like of different laboratories.	4.67	Very High
6. Quality of different courses offered in the program that develops the total sum of the student skills.	4.76	Very High
7. Level of optimum interaction and contact with my fellow students through different in-campus activities.	4.82	Very High
8. Well-trained and self-renewing Faculty members and staffs.	4.74	Very High
9. Different trainings, seminars and workshops that prepare students for employment.	4.81	Very High
10. Varied learning assessments and instructions which assess students’ progress and learning fairly and equally.	4.78	Very High
Overall	4.77	Very High

Table 13. Level of Bachelor of Elementary Education – Generalist Graduates Quality Education Provision

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

Shown in this table 14 is the level of Bachelor of Elementary Education – Generalist graduates with the skills and abilities development which obtained an overall mean of 4.70 described as very high, suggesting that skills and abilities development among BEED graduates are always manifested.

Item number 9 which is the *Technical and Entrepreneurial Skills* obtained the lowest mean of 4.60 described as very high which suggest that BEED graduates always manifest such item. On the other hand, item number 3 which is – *ability to work independently as well as team work and team play* got the highest mean which is 4.80 indicates a very high level of manifestation among BEED graduates.

Skills and Abilities Development	Mean	Description
1. Organizational and leadership skill.	4.69	Very High
2. Problem solving and critical thinking skills.	4.63	Very High
3. Ability to work independently as well as team work and team play.	4.80	Very High
4. Creative thinking and creativity, initiative and taking a risk, if necessary.	4.70	Very High
5. Time Management and decision-making skills.	4.69	Very High
6. Writing competence and skills including technical writing.	4.64	Very High
7. Communication and interpersonal skills.	4.74	Very High
8. Computer and ICT Skills.	4.63	Very High
9. Technical and Entrepreneurial Skills	4.60	Very High
10. Ability to work under pressure.	4.70	Very High
11. Ability to write the essentials and basics of effective lesson planning.	4.74	Very High
12. Code of ethics applied to my teaching profession.	4.77	Very High
13. Knowledge with the different teaching methodologies, techniques and approaches through seminars and workshops.	4.75	Very High
14. Expertise about multidisciplinary research that is essential for understanding students' needs and interests.	4.70	Very High
15. Trainings, seminars and workshops about the preparation and evaluation of different instructional materials.	4.74	Very High
Overall	4.70	Very High

Table 14. Level of Bachelor of Elementary Education – Generalist Graduates Skills and Abilities Development

DISCUSSION

The summary of the findings based on the collected data through online survey using Google Forms are used to draw the following conclusions and recommendations.

Demographic profile of the BEED Graduates

This tracer study first objective was to identify the demographic profile of Elementary Education graduates from batch 2019 to batch 2023. The results showed that most of the graduates are females encompassing 146 of the graduates. This support the study conducted by Shauman (2016) indicates that female graduates have been increasing at a faster rate compared to male graduates, leading to a decline in the male to female graduate ratio.

Moreover, 98.26% of the graduates are still single with the remaining 1.74% are already married. Othman, Shan, Yusoff, and Kee (2018) states that civil status is one of the factors affecting employability of graduates.

Lastly, most of the graduates are aged around 21-25 years old which is 66.86% of the total graduate-respondents from batch

2019 to batch 2023. According to Mncayi (2016) age have significant influence on the employability of graduates in which in his study, majority of unemployed are from ages 21-24 years old.

Employment Profile and Features of BEED Graduates

Based on the result of the survey of this tracer study, 51.16% of the graduates are employed with majority of them are working as teachers in private or public institutions, 19.195 working as regular employee and 13.95% working as full-time employee. Also, 38.37% of which have said that their college degree has very much relevance to their current job. However, 48.84% of the graduates are still unemployed. Pending license for some graduates have contributed to unemployment as it is a basic entry requirement to public institutions and some private sectors (Pentang, et al., 2022). Another reason to this is the lack of items or position and few job vacancies contribute to the difficulties of employment of some graduates (Gines, 2014).

Also, this can also be true to non-teaching employed graduates which consist of 20.35% of the employed graduates. Most of the non-teaching graduates worked as office-based clerk which is



5.81% of the total non-teaching employed graduates, 4.65% work as call center agent, and 4.07% work as government employee.

On the level of income of employed graduates, 22.67% have an income of not less than Php21,000 but not more than Php30,000 per month. Only 2.33% have an income of above Php30,000 per month while 12.21% have income that ranges from Php1,000 to Php10,000 per month. Further, 20.93% of the employed graduates have landed on their first job within 4 to 8 months after they graduated. While 19.19% have their first job within 3 months after graduation and only 1.74% have their first job after a year or more. Notably, some graduates who have their first job within a month after they graduated have a monthly earning ranging from Php5,000 to Php10,000 (Biscante, Clemencio, & Negado, 2019).

Level of the Bachelor of Elementary Education Graduates Attitude to Work

The graduates Bachelor of Elementary Education – Generalist with their attitude to work indicated a very high level of description. This entails that BEED graduates' level of attitude to work is always manifested as the graduate-respondents strongly agree with the sub-questions under attitude to work.

Similarly, a recent tracer study conducted by Asoy, et al., (2024) on BSED Mathematics graduates revealed that graduates have a very high level of attitude to work which means that they are efficient and effective on their work tasks or in their workplace. Also, a study of Sarsenova, Sadyrova, Montayev, & Imanbekova (2016) found out that the attitude towards work of education graduates is influenced by factors like professional values, motivation, and employment prospects, shaping their career decisions and satisfaction levels. The study also emphasizes the view of students to higher education as a necessity for career development and life.

Level of the Bachelor of Elementary Education Graduates Quality Education Provisions

The level of the Bachelor of Elementary Education – Generalist graduates with their quality education provision was described as very high. This entails that the graduate-respondents strongly agree with the sub-questions of quality education provision and that it is always manifested during their time studying in Kapalong College of Agriculture, Sciences and Technology.

Similarly, a tracer study of Silongan et al., (2024) with graduates of BSED Filipino reveals the institution commitment in providing its clients quality education by allowing students to be expose to different training programs, seminars, learning resources, and competent line of faculty and staff.

In connection to the findings of this study, Mahputriono (2022) The quality of education provision directly impacts the quality of education and graduates, influenced by funding management and curriculum effectiveness. Also, quality education provision ensures well-prepared graduates, enhancing their competitiveness in the labor market. It is also crucial for individual development

and societal progress in a knowledge-based society (Branışte, Calugher, & Lungu, 2017).

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

The level of the Bachelor of Elementary Education – Generalist graduates with skills and abilities development was described as very high. This means that skills and abilities among BEED graduates are always manifested.

In connection to the result, Ilyas and Ali (2023) emphasizes the importance of employability skills development programs during and after graduation for enhancing employability of the graduates. They said that employability component such as personal qualities, core skills, attitudes and work ethics of the graduates have influence to their employability.

Moreover, the elementary education graduates exhibit very high level of communication and interpersonal skills, problem solving and critical thinking skills, and ability to work independently as well as team work and team play. Education graduates need to develop both professional skills and soft skills like communication, problem-solving, and adaptability to succeed in the evolving job market (Qizi, 2020). A study by Baird and Parayitam (2019) found out that most employers place importance to the interpersonal skills, critical thinking skills, communication skills, problem solving skills, professionalism and personal motivation of job seekers in hiring workers.

Summary of Findings

After the successful conduct of the survey, which received responses from graduates of Bachelor of Elementary Education – Generalist program of the Kapalong College of Agriculture, Sciences and Technology, the following are the summary of findings:

From 2019 to 2023, the institution produced a total of graduates in which 26 males and 146 are females. In terms of civil status, most of the graduates are single with 98.26% of the total number of graduates-respondents and the remaining 1.74% are already married. Also, in terms of age, 66.86% of the graduates are in the range of 21 to 25 years old. Batch 2019 have the highest number of graduates with a total of 105 while batch 2020 have lowest which consist of only 2 graduates.

Moreover, the employment rate of the graduates is 51.16% with the remaining 48.84% are unemployed. From those graduates who are employed, 22.67% have monthly income within the range of Php21,000 to Php30,000, with 20.93% have secured their first job within 4 to 8 months. Also, 38.37% of the employed graduates have said that their degree has very much relevant to their current job. However, 20.35% of employed graduates are working on jobs that are non-teaching.

Lastly, the response of the graduates in the survey indicates a very high level of attitude to work and quality education provision of



the institution. Also, the level of skills and abilities development of the graduates was evaluated as very high.

CONCLUSION

After the conduct of the survey, the following were the conclusion drawn: the employment rate of BEED graduates from batch 2019 to 2023 is 51.15% indicating that half of the graduates are capable to seek and obtain job with most of them working as regular and full-time employee. Further, it was also revealed that their degree has very much relevant to their current job as most of them practice the teaching profession in their work. These indicates that the institution has successfully prepared the graduates to their fields as the it offers quality education.

Moreover, the graduates' attitude to work have obtained a very high level of description which indicates that they have values of professionalism that is important in their job to work competently and excellently. Also, the level of quality education provision was rated very high which signifies that the institution is committed in providing quality education to their students by conducting seminars and trainings, accessibility of different learning resources and materials, and hiring competent faculty and staff. Lastly, the skills and abilities development of the graduates was evaluated as very high which indicates that the institution have undoubtedly supported the development of skills and interest of the graduates throughout their time studying there.

RECOMMENDATIONS

Based on the summary of findings and drawn conclusions of the study, the following are the recommendation of the study: First, the institution should improve partnerships with local industries and community linkages to provide more opportunities for graduates to work after completing their degree considering that most of the graduates have secured their first job within four to eight months after they graduated and to improve the rate of employment. Second, establishing graduate and employability coordinator will help the institution trace the employment of the graduates and inform them of vacancies for work and other job opportunities. Third, the institution should organize seminars, workshops, and trainings that would help motivate graduates and BEED graduates who work in non-teaching fields to continue to pursue the teaching profession. Lastly, the institution should invest on facilities such as laboratories to improve its quality education provision. The institution should also improve the technical and entrepreneurial skills of the students by strengthening partnership with local businesses and conducting workshops and seminars.

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