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Research Article

Tracer Study of Bachelor of Elementary Education Graduates of the Davao Oriental State University – Cateel Extension Campus, Philippines

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ABSTRACT

Using a quantitative approach employing a descriptive survey research design, 150 Bachelor of Elementary Education (BEED) alumni of the Davao Oriental State University – Cateel Extension Campus (DORSU-CEC) from the classes of 2013-2021 were surveyed for to conduct this tracer study. Results revealed that most of graduates were females, single, employed regular or permanent basic education teachers within Davao Oriental under public or government organizations. Parents or relatives were very influential in their choice of program in college. Their main employer was the Department of Education (DepEd), and they occupied professional, technical or supervisory job level positions in their first and present employment. Further, graduates acquired their first job within 1 to 6 months after graduating in college, and earned a monthly income of almost ₱27,500 in their first and present employment. Moreover, graduates perceived that the curriculum offered to them in college was relevant in their first and present employment. They believed that communication skills and discipline that they learned in college are the most useful competency and core values on their employment. Additionally, the courses in the campus can be strengthened further if the library and laboratory are provided with more resources, equipment, and facilities that can aid the students in their studies, and if the campus offers more number of optional subjects.

Keywords: *bachelor of elementary education, employability status, employment, tracer study, quantitative research*

Introduction

Teaching has been an in-demand profession every year especially after the implementation of the K-12 curriculum in the Philippines.

In fact, teaching professionals are considered lucky because the UNESCO Institute for Statistics estimates that there will be a demand of 69 million new teachers by 2030 to meet global

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education goals (WGU 2020). In the Philippines, as of the School Year 2019-2020 alone, the Department of Education (DepEd) employed more than 900,000 regular personnel in which more than 800,000 of them were teachers. There were also about 10,000 contracts of service personnel working in different offices of DepEd, and another 300,000 private school teachers and personnel (Llego 2020). Furthermore, in 2021, DepEd was looking for over 65,000 more teachers and personnel, which range was for both teaching and non-teaching posts (Heath 2020). With this, this tracer study was conducted to track the Bachelor of Elementary Education (BEED) graduates of the Davao Oriental State University – Cateel Extension Campus (DORSU-CEC) and trace their employment background after graduation.

Tracer study, also referred as Graduate Tracer Study (GTS), is a standardized survey (in written or oral form) of education institution graduates that takes place sometime after graduation or the end of training (Schomburg 2016). Moreover, it helps researchers to acquire feedbacks about the reasons for program selection, employability status and characteristics of employment of graduates, as well as the relevance of program curriculum, learned competency and learned core values of graduates in college on their employment.

Tracer study helps tracer researchers to determine the reasons why the graduates selected their programs in tertiary level. Tracer studies of Cornillez et al. (2021) and Oboza (2017) revealed that the primary reason of teacher education graduates in pursuing teacher education degrees in college was the influence from their parents and/or relatives who convinced them to choose the programs for they were likely to be employed in the job market after earning their teacher education degrees in college. However, a different result was found in the tracer study of Pentang et al. (2022) where it was revealed that the graduates' strong passion for the teaching profession was their main reason for earning teacher education degrees in college.

Determining the employability status of graduates is also possible with surveys utilized in tracer studies. Findings from the tracer studies of Cornillez et al. (2021), Oboza (2017),

Tican (2016), Pentang et al. (2022), Abana et al. (2021), Biscante et al. (2019), and Abas et al. (2020) revealed that majority of the teacher education graduates who participated in their studies were employed, with those unemployed graduates perceived that no job opportunity and lack of work experience were their main reasons for unemployment (Tican 2016). Also, in another findings of Abas et al. (2020) both no job opportunity and family concerns were the primary reasons why the graduates were still unemployed after earning their bachelor degree in education.

Determining the employment characteristics of graduates is also possible with surveys used in tracer researches. Employment characteristics of graduates can include their present employment classification; current employment organization, place of work and sector; major line of business; first and present job levels; first employment status; and monthly income.

Most of the teacher education graduates were employed with regular or permanent status (Cornillez et al. 2021; Tican 2016; Pentang et al. 2022; Abana et al. 2021; Biscante et al. 2019; Abas et al. 2020). However, a different result was showed in the study conducted by Oboza (2017) where most of them were employed with contractual status. Also, Cornillez et al. (2021), Oboza (2017), Tican (2016), Pentang et al. (2022), Abana et al. (2021), Biscante et al. (2019), and Abas et al. (2020) showed that only some of the graduates were unemployed and most were employed in the job market.

Data from the tracer study conducted by Tican (2016) showed that majority of the teacher education graduates were teachers working for the Department of Education (DepEd) which was classified as their number one employer. In addition to this, Cornillez et al. (2021) revealed in their tracer study that majority of them secured a job within their region. And, this result shares similarity with Tican (2016) who revealed that majority of graduates were employed in their own district or division. Further, Public or government organizations were the main sectors of employment of the graduates in the study conducted by Tican (2016) and Biscante et al. (2019). Additionally, in the same aforementioned studies, it was revealed that

only few of them were employed in private or non-government organizations. Opposite result, however, was found in the tracer study of Abas et al. (2020) where most of the graduates were employed in private organizations.

Most of the teacher education graduates were teaching (Abas et al. 2020; Pentang et al. 2022; Tican 2016; Oboza 2017), and were employed in Education line of business (Abas et al. 2020). Moreover, it was revealed that most of them had Professional, Technical or Supervisory job levels in both their first and present jobs (Cornillez et al. 2021).

Teacher education graduates secured their first job within one to six months after graduation (Cornillez et al. 2021; Pentang et al. 2022). Additionally, in another study, it was revealed that they spent less than a month in securing their first employment after graduating in college (Oboza 2017). Also, employments' salaries and benefits were the main reasons why they changed their job after earning their degree in college (Cornillez et al. 2021).

Most of the teacher education graduates earned a monthly income of at least ₱5,000 to less than ₱10,000 (Cornillez et al. 2021; Pentang et al. 2022; Biscante et al. 2019), and ₱20,000 to less than ₱25,000 (Pentang et al. 2022) in their first employment. Further, most of them earned a monthly income of ₱20,000 to less than ₱25,000 (Cornillez et al. 2021), and ₱15,000 to ₱25,999 (Abas et al. 2020) in their present employment.

Assessing the relevance of program curriculum to the employment of graduates is also possible through tracer surveys. Results from some tracer researches revealed that teacher education graduates claimed that the program curriculum they had in college was relevant in their employment (Biscante et al. 2019; Abas et al. 2020), and also they claimed that it was relevant to their current job (Pentang et al. 2022).

Furthermore, identifying the useful competency learned by the graduates in college on their employment is also possible with the help of tracer surveys. Findings from some researches revealed that teacher education graduates perceived that learned communication skills was very useful in their job (Cornillez et al. 2021; Biscante et al. 2019), and they also

claimed that it was also very useful in their current job (Pentang et al. 2022).

This paper examined the employment backgrounds, reasons for program selection, and employability status of Davao Oriental State University – Cateel Extension Campus' BEED graduates, as well as their perceptions of the relevance of their courses taken in the campus, useful competencies, and values learned throughout their studies in their employment. The study particularly answered the following research objectives.

1. Determine the graduates' demographic profile in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 year of graduation; and
 - 1.5 working status as students.
2. Determine reasons for program selection in terms of:
 - 2.1 Good grades in high school;
 - 2.2 Peer influence;
 - 2.3 Strong passion for the profession;
 - 2.4 Status or prestige of the profession;
 - 2.5 Prospect of career advancement;
 - 2.6 Scholarship grants;
 - 2.7 Availability of course offering in chosen institution;
 - 2.8 High grades in the course or subject area(s) related to the course;
 - 2.9 Influence of parents or relatives;
 - 2.10 Inspired by a role model;
 - 2.11 Prospect for immediate employment;
 - 2.12 Affordable for the family;
 - 2.13 Prospect of attractive compensation;
 - 2.14 Opportunity for employment abroad; and
 - 2.15 No particular choice or no better idea.
3. Determine the employability status of BEED graduates in terms of the following:
 - 3.1 employment status;
 - 3.2 reasons of unemployment;
 - 3.3 recent employment status; and
 - 3.4 reasons for present unemployment.
4. Determine the characteristics of graduates' employment in terms of the following:
 - 4.1 present employment classification;
 - 4.2 present employment organization;
 - 4.3 employment place of work;
 - 4.4 sector of present employment;

- 4.5 major line of business of present employment;
 - 4.6 first job level position;
 - 4.7 present job level position;
 - 4.8 duration of acquiring the first job; and
 - 4.9 gross monthly income.
5. Assess the relevance of the program curriculum on the employment of graduates in terms of:
- 5.1 relevance of curriculum to first job;
 - 5.2 relevance of curriculum to present job; and
 - 5.3 course's strengths and weaknesses.
6. Identify the useful competencies and values acquired by the graduates in the campus on their employment.

Methods

The researcher utilized a quantitative approach employing a descriptive survey research design in this tracer study. The quantitative approach was considered suitable since the objectives of this study were to track the employment characteristics, reasons for program section and employability status of graduates, as well as to examine the relevance of the graduates' acquired competence, values, and the curriculum on their employment.

The respondents of this research were one hundred fifty (150) Bachelor of Elementary Education (BEED) graduates, who lend their participation to the researcher, of the Davao Oriental State University – Cateel Extension Campus (DORSU-CEC) from the classes of 2013 to 2021, and not with the BEED graduates from other batch years or graduates from other programs in the campus.

The researcher utilized the graduate tracer study questionnaire of Janessa Pilar-Catamisan from the Davao Oriental State University – Main Campus. Some components of the questionnaire were revised by the researcher to match the research objectives. The questionnaire's items were all close-ended and consisted of the following parts: (1) Personal Information, (2) Educational Background, (3) Employment Data, (4) Current Employment, (5) History of Employment, and (6) Relevance of the Curriculum to the Employment.

The questionnaire was distributed through Google Forms. Hence, the respondents

provided their information through a Google Forms questionnaire from the researcher, and not through other means like the usually printed questionnaires, etcetera.

To gather data from the respondents, who were the Bachelor of Elementary Education (BEED) graduates of the Davao Oriental State University – Cateel Extension Campus (DORSU-CEC) from the classes of 2013 to 2021, the researcher followed the procedure below.

1. Request a list of Bachelor of Elementary Education (BEED) graduates from the classes of 2013 to 2021 from the Davao Oriental State University – Cateel Extension Campus' registrar;
2. Track the Bachelor of Elementary Education (BEED) graduates;
3. Ask them to become the research respondents for this study;
4. Give them the link of the Google Forms questionnaire so that they can provide information about themselves; and
5. After receiving the responses of the respondents, analyze the results of the survey.

After the data collection procedure, the researcher recorded, tabulated, and saved the data gathered from the responses of Davao Oriental State University – Cateel Extension Campus' Bachelor of Elementary Education (BEED) graduates on Google Forms questionnaire for analysis. All the analyses of the data were done using Microsoft Excel.

Results and Discussion

Demographic Profile of Graduates

Table 1, Table 2, and Table 3 show the demographic profile of the Bachelor of Elementary Education (BEED) graduates who participated in this study.

Demographic Data of the Graduates. As shown in Table 1, almost half of the BEED graduates who participated in this research ($f = 73$, 48.67%) fell within the age range of 26-30 years old; 55 (36.67%) were 21-25 years old; 18 (12%) were 31-35 years old; 3 (2%) were 36-40 years old; and only 1 (0.67%) was 41-45 years old.

Further, it shows that, out of 150 respondents, 107 (71.3%) were females, and only 43 (28.7%) were males. During the conduct of the study, as well, only 42 (28%) got married while

107 (71.23%) remained single after college. However, there was one (0.7%) who was widowed as shown in Table 1.

In addition to these, Table 1 indicates that almost one-quarter of the BEED graduates who participated in this study (f = 34, 22.7%)

graduated in 2019, and there were only 4 (2.7%) who graduated in 2021. This fewer numbers of participants was understandable since there were only six Bachelor of Elementary Education (BEED) students who graduated in 2021 in the campus.

Table 1. Demographic data of the graduates (n=150)

Profile	Frequency	Percentage
Age Range		
21-25	55	36.67%
26-30	73	48.67%
31-35	18	12.00%
36-40	3	2.00%
41-45	1	0.67%
Sex		
Male	43	28.7%
Female	107	71.3%
Civil Status		
Single	107	71.3%
Married	42	28%
Widowed	1	0.7%
Year Graduated		
2013	12	8%
2014	11	7.3%
2015	17	11.3%
2016	18	12%
2017	14	9.3%
2018	23	15.3%
2019	34	22.7%
2020	17	11.3%
2021	4	2.7%

Working Status and Scholarships of Graduates as Students in the Campus. As shown in Table 2, out of 150 respondents, 119 (79.33%) were not working while studying in college and only 31 (20.67%) were working while studying in college. This result indicates that majority of the BEED graduates did not work while still studying in the campus, and only few were studying and working at the same time.

Additionally, Table 2 shows that majority of the BEED graduates who participated in this study (f = 125, 83.33%) were granted with scholarships during their years in college, and only few (f = 25, 16.67%) were not granted with scholarships during their years in college. This indicates that majority of the graduates were granted with scholarships in the campus during their academic years.

Table 2. Working status and scholarships of graduates as students in the campus (n=150)

Profile	Frequency	Percentage
Student Working Status		
Yes	31	20.67%
No	119	79.33%

Scholar in College		
Yes	125	83.33%
No	25	16.67%

Scholarships in College of the Graduates. Table 3 shows that most of the BEED graduates who participated in this study were granted with Tulong Dunong scholarships (f – 50, 40%)

and CHED Scholarship (f – 28, 22%). While the remaining others were granted with other scholarships in which some of them had two to three scholarships in college.

Table 3. Scholarships in college of the graduates (n=150)

Profile	Frequency	Percentage
<i>Scholarships in College</i>		
Academic Scholarship	19	15%
Academic Scholarship, CHED Scholarship	2	2%
Academic Scholarship, Trillanes Scholarship	1	1%
Barangay Scholarship	1	1%
Barangay Scholarship, CHED Free Tuition	1	1%
CHED Academic Scholarship - Half Merit	1	1%
CHED Free Tuition	4	3%
CHED Free Tuition, ASA Philippine Foundation, Academic Scholarship	1	1%
CHED Full Merit	1	1%
CHED Scholarship	28	22%
CHED Tulong Dunong	50	40%
CHED Typhoon Pablo	9	7%
FHE Scholarship	1	1%
Government Scholarship, NCIP	1	1%
NCIP	1	1%
NCIP, Academic Scholarship	1	1%
Scholarship for Children of Barangay Officials	1	1%
Trillanes Scholarship, CHED Scholarship	1	1%
Varsity Scholarship	1	1%

Reasons for Program Selection of Graduates

Table 4 shows the reasons for program selection of Bachelor of Elementary Education graduates who participated in this study.

When asked about their reasons for selecting Bachelor of Elementary Education (BEED) program in college, Table 4 shows that *influence from parents or relatives* was ranked 1st by the respondents. This indicates that most of the BEED graduates pursued elementary education because they were influenced by their parents or relatives who convinced them to pursue the program. Cornillez et al. (2021) and Oboza (2017) also revealed that one of the main reasons of the respondents for pursuing teacher education program in their tracer studies was the influence of parents and/or relatives.

Moreover, on the list, it shows that *availability of course offering in chosen institution* which ranked 2nd, *strong passion for the profession* which ranked 3rd, and *affordable for the family* which ranked 4th were almost as frequently selected as rank 1 by respondents for pursuing BEED program. This indicates that they were included as main reasons of respondents for pursuing the program. Further, this result shares some similarity with Pentang et al. (2022) who showed that most of the teacher education graduates in their tracer study perceived that strong passion for the profession was their main reason for pursuing teacher education program.

Further, the list indicates that *opportunity for employment abroad* was the least perceived

reason for pursuing BEED program by the graduates similar with Cornillez et al. (2021) who revealed that the same reason, opportunity for employment abroad, was the least

perceived reason for pursuing teacher education program by the graduates in their tracer study.

Table 4. Reasons for program selection of graduates (n=150)

Reasons	Frequency	Percentage	Rank
Good grades in high school	33	22.00%	6
Peer influence	31	20.67%	8
Strong passion for the profession	66	44.00%	3
Status or prestige of the profession	19	12.67%	10
Prospect of career advancement	14	9.33%	11
Scholarship grants	32	21.33%	7
Availability of course offering in chosen institution	68	45.33%	2
High grades in the course or subject area(s) related to the course	8	5.33%	12
Influence of parents or relatives	74	49.33%	1
Inspired by a role model	50	33.33%	5
Prospect for immediate employment	28	18.67%	9
Affordable for the family	65	43.33%	4
Prospect of attractive compensation	8	5.33%	12
Opportunity for employment abroad	2	1.33%	14
No particular choice or no better idea	5	3.33%	13

Employability Status of Graduates

Table 5 and Table 6 show the employability status of graduates as well as the reasons for unemployability, present employment status, and reasons for present unemployment.

Employability Status of Graduates. As shown in Table 5, out of 150 respondents, 111 (74%) were employable and only 39 (26%) were unemployable. Similarly, Cornillez et al. (2021), Oboza (2017), Tican (2016), Pentang et al. (2022), Abana et al. (2021), Biscante et al. (2019), and Abas et al. (2020) also showed that

most of the teacher education graduates are employable after graduating in college.

Additionally, Table 5 shows that most of the unemployable respondents perceived that *no job opportunity* was the main reason for their unemployability. This result is almost similar with Tican (2016) and Abas et al. (2020) who revealed in their tracer studies that one of the most perceived reasons for unemployment of the teacher education graduates was no job opportunity.

Table 5. Employability status of graduates

Employability Status	Frequency	Percentage
Employment Status (n=150)		
Employed	111	74%
Unemployed	39	26%
Reasons for Unemployability (n=39)		
Advance or further studies	3	8%
No job opportunity	23	59%
Health-related reasons	2	5%
Family concerns and decided not to find a job	9	23%
Did not look for a job	9	23%
Lack of work experience	5	13%

Present Employment Status of Graduates. Table 6 shows the present employment status of the respondents. Data shows that majority of the employable graduates (f = 105, 95%) were currently employed, and only six (5%) were currently unemployed. This is supported with the results found in the tracer studies of Cornillez et al. (2021), Oboza (2017), Tican (2016), Pentang et al. (2022), Abana et al.

(2021), Biscante et al. (2019), and Abas et al. (2020) in which it was revealed that most of the teacher education graduates were employed with only some of them being unemployed in the labor market. Also, same with the result of the reasons for unemployability of the respondents, *no job opportunity* is also the main reason why the employable BEED graduates were presently unemployed.

Table 6. Present employment status of graduates

Employability Status	Frequency	Percentage
Present Employment Status (n=111)		
Presently Employed	105	95%
Presently Unemployed	6	5%
Reasons for Present Unemployment (n=6)		
Advance or further studies	1	17%
No job opportunity	3	50%
Health-related reasons	1	17%
Family concerns and decided not to find a job	2	33%
Did not look for a job	1	17%
Lack of work experience	0	0%

Characteristics of Employment of Graduates

Table 7, Table 8, Table 9, Table 10, Table 11, and Table 12 show the characteristics of employment of graduates: present employment classification; current employment organization, place of work and sector of employment; major line of business of present employment; first job and present level position; duration of acquiring the first job and the reason for changing job; and gross monthly income.

Present Employment Classification. Table 7 shows that 76 (50.67%) of the respondents were employed with regular - permanent status, 14 (9.33%) were employed with contractual/job order status, 7 (4.67%) were employed with regular - temporary/probationary status, 4 (3%) were self-employed, 2 (1.33%) were employed with casual status, another 2 (1.33%) were employed with part-time status, and 45 (30%) were jobless.

This reveals that majority of the employed respondents occupied regular - permanent status similar with Cornillez et al. (2021), Tican (2016), Pentang et al. (2022), Abana et al. (2021), Biscante et al. (2019), and Abas et al. (2020) who revealed in their tracer studies that most of the teacher education graduates were employed with regular or permanent services.

Furthermore, data shows that most of the graduates were employed, and only some remains unemployed after college. Similar result was found in the tracer studies conducted by Cornillez et al. (2021), Oboza (2017), Tican (2016), Pentang et al. (2022), Abana et al. (2021), Biscante et al. (2019), and Abas et al. (2020) in which most of the teacher education graduates were employed with only some of them were unemployed after college.

Table 7. Present employment classification (n=150)

Characteristics of Employment	Frequency	Percentage
Employed		
Regular - Permanent	76	50.67%
Regular - Temporary/Probationary	7	4.67%

Characteristics of Employment	Frequency	Percentage
Casual	2	1.33%
Contratual/Job Order	14	9.33%
Part-time	2	1.33%
Self-employed	4	3%
Unemployed	45	30%

Current Employment Data of Graduates. As shown in Table 8, majority of the currently employed respondents (f – 79, 75%) worked for the Department of Education (DepEd) while the remaining others were working for other private or public institutions. Similarly, Tican (2016) showed a similar result in which majority of the employed graduates in their tracer study were teachers working for the Department of Education (DepEd) which was identified as their number one employer. This further shows that teacher education graduates apply and work mostly for the Department of Education (DepEd) after earning their teacher’s education degrees in college.

Table 8 also shows that majority of the currently employed respondents (f – 96, 91%) worked within Davao Oriental; 7 (7%) worked outside Davao Oriental but within Davao Region; 2 (2%) worked abroad; and none worked outside Davao Oriental but within the Philippines. This shares similarity with Cornillez et

al. (2022) who revealed that majority of the teacher education graduates in their tracer study got their job within the region, and Tican (2016) who revealed that majority of the BEED graduates in his/her tracer study were employed in their own district/division.

Furthermore, Table 8 reveals that majority of the currently employed graduates were working for Public or Government Agency (f – 91, 87%); and only the remaining 14 (13%) were working for Private or Non-Government Organization. This indicates that the BEED graduates are likely to be employed for government organizations rather than private organizations. Additionally, this result shares similarity with Tican (2016) and Biscante et al. (2019) who showed that majority of the teacher education graduates in their tracer studies were employed in government organizations with only few graduates employed in private organizations.

Table 8. Current employment data of graduates (n=105)

Characteristics of Employment	Frequency	Percentage
Current Employment Organization		
DepEd	79	75%
CHED	2	2%
LGU	5	5%
DENR	1	1%
Private Institutions	5	5%
Government Organization	1	1%
DSWD	1	1%
Phyathai School	1	1%
DA	1	1%
CTN Business Group Company	1	1%
Amesco Drug Corp.		
VXI Global	1	1%
TLLLV Inc.	1	1%
PSA	1	1%
Self-employed	1	1%
Teleperformance	2	2%
Hire Frontier	1	1%

Characteristics of Employment	Frequency	Percentage
	1	1%
Current Place of Work		
Within Davao Oriental	96	91%
Outside Davao Oriental but within Davao Region	7	7%
Abroad	2	2%
Outside Davao Region but within the Philippines	0	0%
Current Sector of Employment		
Public or Government Agency	91	87%
Private or Non-Government Organization	14	13%

Major Line of Business of Current Employment of Graduates. As shown in Table 9, majority of the currently employed respondents (f – 85, 81%) were working in *education* line of business. While the remaining others were working in *wholesale and retail trade, repair of motor vehicles, motorcycles and personal and household goods* line of business (f – 5, 5%); *public administration and defense; compulsory social security* line of business (f – 5, 5%); *health and social work* line of business (f – 4, 4%); *agriculture, hunting and forestry* line of business (f – 2, 2%); *real estate, renting and business activities* line of business (f – 2, 2%);

transport storage and communication line of business (f – 1, 1%); and *financial intermediation* line of business (f – 1, 1%). This result indicates that majority of the currently employed graduates are working in *education* line of business similar with Abas et al. (2020) who revealed that most of the teacher education graduates in their tracer study were teaching with, of course, education as their major line of business. Moreover, Pentang et al. (2022), Tican (2016), and Oboza (2017) showed that most of the teacher education graduates in their tracer studies are teaching, and surely their major line of business is also *education*.

Table 9. Major line of business of current employment of graduates (n=105)

Characteristics of Employment	Frequency	Percentage
Major Line of Business of Current Employment		
Agriculture, Hunting and Forestry	2	2%
Wholesale and Retail Trade, repair of motor vehicles, motorcycles and personal and household goods	5	5%
Public Administration and Defense; Compulsory Social Security	5	5%
Transport Storage and Communication	1	1%
Financial Intermediation	1	1%
Real Estate, Renting and Business Activities	2	2%
Education	85	81%
Health and Social Work	4	4%

First Job and Present Job Level Position of Graduates in their Employment. Table 10 reveals that, out of the 105 graduates who were employed in their first job after college, 31 (30%) occupied *job order* job level, 11 (10%) occupied *clerical or rank and file* job level, 59 (56%) occupied *professional, technical or supervisory* job level, 4 (4%) were *self-employed*,

and no one occupied *managerial or executive* job level. This result indicates that most of the graduates who were employed in their first job after college had *professional, technical or supervisory* job level. Cornillez et al. (2021) also revealed a similar result in which most of the teacher education graduates in their tracer

study had professionals, technical or supervisory job level in their first job after college.

Further, it shows that most of 31 graduates who are currently employed in their present job after quitting their first job after college (f = 21, 68%) also occupied *professional, technical*

or supervisory job level which, again, shows similarity with Cornillez et al. (2021) who revealed that most of the teacher education graduates in their tracer study have professionals, technical or supervisory job level in their present job after college.

Table 10. First job and present job level position of graduates in their employment

Characteristics of Employment	Frequency	Percentage
First Job Level Position (n=105)		
Job Order	31	30%
Clerical or Rank and File	11	10%
Professional, Technical or Supervisory	59	56%
Managerial or Executive	0	0%
Self-employed	4	4%
Present Job Level Position (n=31)		
Job Order	6	19%
Clerical or Rank and File	3	10%
Professional, Technical or Supervisory	21	68%
Managerial or Executive	1	3%
Self-employed	0	0%

First Employment Status of Graduates. As shown in Table 11 most of the respondents who were employed in their first job after college (f = 37, 35%) acquired their first job within *1 to 6 months* after graduating in college. Similarly, Cornillez et al. (2021), and Pentang et al. (2022) revealed that most of the teacher education graduates in their tracer study secured their first job within 6 months after graduating in college.

Also, it shows that most of 31 graduates who are currently employed in their present job after changing their first job after college (f = 28, 90%) perceived *salaries and benefits* as their main reason for changing their job. This is similar with the result of the tracer study conducted by Cornillez et al. (2021) where it was revealed that most of the graduates changed their job because of salaries and benefits.

Table 11. First employment status of graduates

Characteristics of Employment	Frequency	Percentage
Duration of Acquiring the First Job (n=105)		
1 to 6 months	37	35%
7-11 months	23	22%
1 year to less than 2 years	25	24%
2 years to less than 3 years	4	4%
3 years to less than 4 years	9	9%
4 years above	7	7%
Reasons for Changing a Job (n= 31)		
Salaries and benefits	28	90%
Career challenge	10	32%
Related to my course or program of study	15	48%
Family influence	4	14%
Related to my special skills and interest	8	26%
Proximity to residence	4	13%
Peer influence	4	13%

Monthly Income of Graduates in their First Job and Present Job. Table 12 shows that most of the respondents earned a monthly income of ₱25,000 to ₱29,999 (f = 36, 34%), ₱5,000 to ₱9,999 (f = 32, 30%), and ₱20,000 to ₱24,999 (f = 16, 15%) in their first job after college. Data shows some similarities with Cornillez et al. (2021) and Biscante et al. (2019) who revealed that most of the graduates in their tracer study earned ₱5,000 to less than ₱10,000 monthly in their first job after college, and Pentang et al. (2022) who revealed that most of the

graduates in their study earned ₱5,000 to less than ₱10,000 and ₱20,000 to less than ₱25,000 in their employment.

Table 12 also shows that most of 31 graduates who are currently employed in their present job after changing their first job after college earned a monthly income of ₱25,000 to ₱29,999 (f = 16, 52%) in their present job. This shares a little similarity with Abas et al. (2020) who revealed that most of the graduates earned a monthly wage of ₱15,000 to ₱25,999 in their present employment.

Table 12. Monthly income of graduates in their first job and present job

Characteristics of Employment	Frequency	Percentage
First Job (n=105)		
₱5,000 – ₱9,999	32	30%
₱10,000 – ₱14,999	8	8%
₱15,000 – ₱19,999	9	9%
₱20,000 – ₱24,999	16	15%
₱25,000 – ₱29,999	36	34%
₱30,000 – ₱34,999	2	2%
₱35,000 – ₱39,999	0	0%
₱40,000 – ₱49,999	2	2%
₱50,000 and above	0	0%
Present Job (n=31)		
₱5,000 – ₱9,999	5	16%
₱10,000 – ₱14,999	3	10%
₱15,000 – ₱19,999	2	6%
₱20,000 – ₱24,999	3	10%
₱25,000 – ₱29,999	16	52%
₱30,000 – ₱34,999	2	6%
₱35,000 – ₱39,999	0	0%
₱40,000 – ₱49,999	0	0%
₱50,000 and above	0	0%

Relevance of the Program Curriculum in the Employment of Graduates

Table 13 and Table 14 show the relevance of program curriculum in the first job and present job of graduates, and the strengths and weaknesses of the courses offered in DORSU-CEC.

Relevance of the Curriculum in the Employment of Graduates. As shown in Table 13, majority of the respondents who are employed in their first job after college (f = 82, 78%) claimed that the program curriculum they had in college was relevant in their first employment. While the remaining others (f = 23, 22%),

claimed that the program curriculum they had in college was not relevant in their first employment. Data shows similarity with Biscante et al. (2019) and Abas et al. (2020) who revealed that most of the teacher education graduates in their tracer studies claimed that their course was relevant to their job.

Table 13 also shows that majority of 31 graduates who are currently employed in their present job after leaving their first job after college (f = 27, 87%) claimed that the program curriculum they had in college was relevant to their present employment. While, only 4 (13%) among them claimed that the program

curriculum they had in college was not relevant to their present employment. Result shares some similarity with Pentang et al. (2022) who revealed that most of the teacher education graduates in their tracer study said that their course in college was related to their current

job, and Biscante et al. (2019) and Abas et al. (2020) who revealed that most of the teacher education graduates in their tracer studies claimed that their course is relevant to their job.

Table 13. Relevance of the curriculum in the employment of graduates

Relevance	Frequency	Percentage
Relevance of Curriculum to First Job (n=105)		
Yes	82	78%
No	23	22%
Relevance of Curriculum to Present Job (n=31)		
Yes	27	87%
No	4	13%

Course's Strength and Weaknesses According to the Graduates. As shown in Table 14, the graduates who participated in this tracer study perceived that the *range of course offered, relevance of the program to your professional requirements, extracurricular activities, problem-solving, inter-disciplinary learning, work placement/attachment, teaching/learning environment, quality of delivery, and teacher-student relationship* were major strengths of the course

they had taken in DORSU-CEC. However, they perceived that the *number of optional subjects* was a minor strength, and the *library and laboratory* was a major weakness of the course they had taken in DORSU-CEC. This indicates that those two aforementioned categories needed improvements so that they can all become major strengths and help in strengthening the courses offered in DORSU-CEC more.

Table 14. Course's strength and weaknesses according to the graduates (n=150)

Categories	Mean	Description
A. Range of courses offered	3.36	Major Strength
B. Number of optional subjects	3.25	Minor Strength
C. Relevance of the program to your professional requirements	3.78	Major Strength
D. Extracurricular activities	3.41	Major Strength
E. Problem-solving	3.49	Major Strength
F. Inter-disciplinary learning	3.7	Major Strength
G. Work placement/attachment	3.51	Major Strength
H. Teaching/Learning environment	3.69	Major Strength
I. Quality of Delivery	3.65	Major Strength
J. Teacher-Student Relationship	3.61	Major Strength
K. Library and Laboratory	1.71	Major Weakness

Descriptions:

Major Strength – 3.26 - 4.00

Minor Strength – 2.51 - 3.25

Minor Weakness – 1.76 - 2.50

Major Weakness – 1.00 - 1.75

Useful Competencies and Core Values Learned by Graduates in the Campus on their Employment

Table 15 and Table 16 show the useful competencies, and the useful core values learned by

the graduates in DORSU-CEC on their employment.

Useful Competencies Learned by Graduates in the Campus on their Employment. As shown in Table 15, majority of the employed BEED

graduates who participated in this tracer study (f – 91, 87%) perceived that *communication skills* learned in the campus was very useful in their employment. Similarly, in other tracer studies, Cornillez et al. (2021) revealed that most of the teacher education graduates chose learned communication skills as the most useful competency in their work, Pentang et al. (2022) revealed that teacher education graduates chose communication skills as very useful in their current job, and Biscante et al. (2019)

revealed that teacher education graduates chose communication skills learned in college as very useful in their work.

Further, data shows that *entrepreneurial skills* were the least chosen skills of the graduates (f – 21, 20%) that were useful in their employment. Similar result was revealed in the tracer study of Cornillez et al. (2021) that the least useful skills chosen by the teacher education graduates in their employment were entrepreneurial skills.

Table 15. Useful competencies learned by graduates in the campus on their employment (n=105)

Useful Competencies	Frequency	Percentage	Rank
Communication Skills	91	87%	1
Human Relations Skills	65	62%	5
Entrepreneurial Skills	21	20%	8
Information Technology Skills	66	63%	4
Problem-solving Skills	63	60%	6
Critical Thinking Skills	74	70%	3
Research Skills	39	37%	7
Creativity and Innovative Skills	81	77%	2

Useful Values Learned by Graduates in the Campus on their Employment. Table 16 shows that majority of the employed BEED graduates who participated in this study perceived that *discipline* (f – 91, 87%) learned in the campus was the most useful core values in their employment; followed by *God-centered* (f – 84, 80%); followed by *thinking critically and creatively* (f – 82, 78%); followed by *collaborative* (f – 81, 77%); followed by *competent* (f – 80, 76%); followed by *social responsibility* (f – 79,

75%); followed by *resilient* (f – 74, 70%); followed by *integrity* (f – 71, 68%); followed by *innovation* (f – 69, 66%); followed by *excellence* (f – 68, 65%); and followed by *sustainable* (f – 64, 61%), respectively. This indicates that *discipline* was the most useful core values learned by the graduates in college on their employment while *sustainable* was the least useful core values learned by the graduates in college on their employment.

Table 16. Useful values learned by graduates in the campus on their employment (n=105)

Useful Core Values	Frequency	Percentage	Rank
God-centered	84	80%	2
Social Responsibility	79	75%	6
Thinking Critically and Creatively	82	78%	3
Discipline	91	87%	1
Competent	80	76%	5
Committed	84	80%	2
Collaborative	81	77%	4
Resilient	74	70%	7
Sustainable	64	61%	11
Excellence	68	65%	10
Innovation	69	66%	9
Integrity	71	68%	8

Conclusion

The following are the conclusions drawn from the results of this tracer study:

1. The Davao Oriental State University – Cateel Extension Campus' Bachelor of Elementary Education (BEED) graduates who participated in this study were composed mostly of single females who fell within the age range of 26 to 30 years old, were not working while studying in college, and had scholarship grants from CHED Tulong Dunong program;
2. The primary reason of BEED graduates for pursuing BEED program in college was the influence of their parents or relatives;
3. Majority of the BEED graduates experienced working after graduation. Majority of them were also currently working. In addition, majority of those who remained unemployed after graduation and those who were currently unemployed perceived that no job opportunity was the main reason for their unemployment;
4. Most of the BEED graduates were employed with regular or permanent status, working for the Department of Education (DepEd) wherein education was their major line of business, working within Davao Oriental under public or government organizations, occupied professional, technical or supervisory job level positions in their first and present jobs, acquired their first job within 1 to 6 months after graduation, perceived that salaries and benefits were the primary reasons why they changed their jobs, and earned a monthly income of ₱25,000 to ₱29,999 in their first and present jobs;
5. Majority of the BEED graduates claimed that the program curriculum they had in college was relevant in their first and present jobs after graduation. Also, they claimed that all of the categories of their course in the campus were major strengths except for the number of optional subjects which they claimed to as a minor strength, and library and laboratory which they claimed to as a major weakness; and
6. According to the BEED graduates, the most useful competency and core values on

their employment were communication skills and discipline that they learned in the campus.

The researcher would like to recommend to the administration that the Bachelor of Elementary Education (BEED) program may be strengthened further by providing more optional subjects, and by providing better equipment, facilities, and resources in the campus' library and laboratory. In addition to this, the university may continue to monitor, enhance, and strengthen the BEED students' communication skills, as these are regarded as the most useful skills acquired by graduates for employment. Their discipline can be continuously developed as well.

The administration may also consistently conduct regular tracer studies on the employment of Bachelor of Elementary Education (BEED) graduates to evaluate the program implemented by the institution. This is to ensure that the program continually produces quality and globally competent BEED graduates and that the skills and knowledge taught to them were relevant to the current trend in the job market. Moreover, the outcomes of the tracer study will show the effectiveness and relevance of the curriculum used in the BEED program.

Furthermore, the researcher recommends that the Commission on Higher Education (CHED) may give more scholarships to the students so that the education in college will be more accessible for every student, especially to those students whose parents don't earn enough to support their studies but have good grades and are willing to study to become professionals and live a better life in the future.

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