

## Mapping out Teacher Education Graduates

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### ABSTRACT

This study is focused on mapping out the graduates of the Bachelor of Secondary Education (BSED) of the Isabela State University, Cabagan Campus in terms of their professionalization, employability, professional competence, perception about the curriculum and employers' feedback on graduates to provide grounds for revision and enhancement of the implementation of this program. Infact, graduates have greater chance to be licensed, high rate of employability for both teaching and non-teaching profession and the knowledge and skills they acquired were match with their jobs. Meanwhile, advanced and enhanced knowledge and skills in ICT, instructional materials (IM) development, leadership and management, entrepreneurial and ability to contextualized teaching and learning are necessary to ensure their capability to be adaptive in the rapid change and development of technology and challenges in the educational land scape. Graduates' work performance is commendable but may still be improved so that full satisfaction among employers be attained in order to foster smooth relationship and further contribute to the attainment of vision, mission and goals of the school/organization they are connected. A thorough review of institution's supply of student-entrants/graduates in order to match with the teacher-demand manpower resources of basic education.

**Key words:** mapping, secondary education, graduates, employment and teacher-supply and demand

### INTRODUCTION

Teacher education institutions (TEIs) envision to produce quality and excellent graduates who are imbued with desired qualities and potential in sustaining and responding to a dynamic educational system. Also, TEIs do not only produce graduates but foremost how do they respond to the practical needs of community in terms of changes in curricular development, technology; and manpower supply and demand of basic education. Moreover, graduates who are adaptive to any changes in the society and for future uncertainties particularly this state of public health emergency, the pandemic and also during the after math.

The goal of any curricular program is always toward the attainment of quality and excellent education. In particular, teacher education envisions to produce quality future teachers and as partner in enhancing qualifications of in-service educators in tertiary and basic education for their academic and professional development through advanced training and educational innovations. The quality and relevance of the Teacher Education Programs, particularly the Bachelor of Secondary Education are determined by the extent to which its

objectives are attained according to set of standards. This can be measured by the quality of graduates in terms of their professionalization, employability, competency in the teaching profession, skills in leadership and management, employers' assessment of graduates' performance and their role in the improvement of the socio-economic and cultural life of their family, their community and the world.

The institution has been producing secondary teachers over the last three decades and has contributed in the manpower resources of schools in the nearby towns both for secondary and elementary levels. Due to the high demand of this profession, many entrants in higher education are aspiring to become teachers. In fact, the institution is a feeder of in-service teachers, particularly in the nearby towns for the last three (3) decades.

However, the institution sets its standards for admission and retention with the goal to turned-out quality and excellent graduates. A very vital element in nurturing graduates is the availability of quality resources in various logistics in the institution. The prime needs of an academic institution are manpower resources, physical plant and facilities and budget. Further, the implementation of quality and responsive policies, standards and guidelines set by the institution and external bodies such as Commission of higher Education (CHED), Association of Agencies of Chartered Colleges and Universities of the Philippines (AACCUP), International Organization for Standardization (ISO), etc. is also significant in the process. With the presence of many other higher education institutions (HEIS) situated geography proximate to this institution, the timeliness of employability of its graduates in the teaching profession cannot be guaranteed particularly for tenure. Thus, glut of graduates year in and year out is likely to happen in the society. In response, TEIs may be groomed to produce optimum and excellent graduates that would address the supply and demand of the pre-service teachers in society. The principle of fit-for-purpose education may warrant the cost of producing globally competent and self-adaptive graduates to new situations so that their employability will be guaranteed.

### **Theoretical Bases**

John Dewey's curriculum theory emphasizes that curriculum should equip learners with knowledge and skills that will allow them to become adaptive with the modern world and for eventualities of future uncertainties. He also stresses that curriculum should not be crafted as finished abstractions but toward sustenance of embedding learner's predeterminations *vis-a-vis* with his/her views about the work place. Thus, curriculum development as a major undertaking should goes on and on in order to respond to the dynamic change in the educational process.

Linley (1996) asserts that educational and training measures make a strong functionality of the labor market, particularly on presenting valuable information about courses, qualifications and achievements of people.

To determine the quality and relevance of teacher education graduates is to map out what happened to its graduates, how their education/training in the university made a difference in their lives and in their ability to respond to the demands of their profession, family and community. Hence, this study.

The main purpose of the study is to assess the impact of the existing BSEd program in the life of its graduates in terms of their, professionalization, employability, influence of ISU/CED in

the life of graduates in terms of knowledge and skills and professional competencies, their perceptions in the curriculum and employers' feedback on graduates.

Specifically, it aims to determine the following:

**Professionalization**

1. Trend of passing rate of graduates in the Licensure Examination for Teachers (LET).

**Employability**

2. Trends in employment of graduates.
  - 2.1 Employment rate
  - 2.2 Rate of time in gaining employment
  - 2.3 Nature of employment
  - 2.4 Employment status
  - 2.5 Gross monthly income
  - 2.6 Location of employment

**School Influence**

- 3 The extent of the influence of ISU/CTE in the life of graduates in terms of:
  - 3.1 knowledge and skills acquired from course/degree program, and,
  - 3.2 effectiveness of study program and self- readiness.

**Performance**

- 4 Ability to perform current job.

**Feedback on Curriculum**

- 5 The competencies learned in the program useful in their jobs.
- 6 Competencies needed by BSEd Graduates for further improvement of the curriculum.

**Employers Feedback**

- 7 Employers' assessment of the importance for the successful performance of the job and satisfaction with the employee (graduates) in terms of following:
  - 7.1 knowledge and understanding of their field of specialization,
  - 7.2 general qualities
  - 7.3 general skills
  - 7.4 specialized skills generally expected of them in order to succeed in their teaching performance.
8. Employers' satisfaction with the employee's (graduate's) overall GRADUATE PREPARATION for the type of work he/she is currently doing.

9. The likelihood of employers to hire the institution' graduates based on their experience with employees (graduates).

### **Role of Institution in Teacher-Demand Manpower Resources**

10. The contribution of graduates in the manpower resources in basic education.
  - 9.1 supply rate and demand rate of teachers of public schools from 2015 to 2019?
  - 9.2 trend of employment of graduates of public tertiary teacher education institutions in terms of locality?
  - 9.3 supply of qualified teachers produced by public tertiary institutions match the demand of basic education?

### **METHODOLOGY**

This study utilized the descriptive survey-quantitative approach. Subjects of the study were the BSEd graduates of the College of Education of the Isabela State University of Cabagan Campus during the period of 2015 to 2019.

The survey questionnaires were personally conducted to graduates who are employed in Department of Education (DepEd) and other agencies situated in the nearby towns during the face-to-face modality of learning. On the other hand, the questionnaires were sent to the schools or agencies for those graduates who are employed outside the province. Posting of questionnaires online was also undertaken in order to reach out the majority of the alumni.

Descriptive statistics such as frequency and percent and arithmetic mean were utilized to describe and interpret the data.

### **RESULTS AND DISCUSSION**

#### **Professionalization of Graduates**

The data in table 1 presents the passing rate of BSEd graduates in LET who took the schedule of exam right after graduation and excluding those who took the LET as first-timers but graduated a year or 2 years or 3 years, etc. ago. It is noted that Philippine Regulatory Commission (PRC) reports data on performance of first-timers in a specific year including those graduates in previous years who did not take the exam right after graduation and are also considered first-timers. This pattern of disclosing data on performance of graduates within a year is not fair and reliable since the point of reference is not appropriate. For instance, a graduate of 2015 did not take the exam in this year but took in 2016. In this case, PRC counted him/her as first timers in 2016. If a number of graduates in a year will do same, definitely the graduates' performance in the year they will take the exam will be affected.

Over the last five (5) years, the performance of graduates is above the national passing rate which ranges from **75.81% to 94.19%** with an average of **83.29%** and it is worth mentioning that it is consistently above **the national passing level by an average of 41.37%**. Moreover, it is increasing in this period, particularly in 2015to 2018. Seemingly, this could be accounted to the implementation of the conduct of the battery examination in 2012 where recipients of this policy graduated in 2015 and on words. The result of the battery

examination is part of the criteria for retention policy in screening entrants for sophomore level for teacher education courses.

With the aforementioned data on average passing rate, the graduates have greater chance of obtaining their license as teachers after graduation, that is, **for every 10 graduates, 8 are likely to become licensed teachers** based on the last five-year data.

**Table 1. Passing Percentage of BSEd Graduates in LET Based on Actual Number of Takers in the Last 5 Years (2015-2019)**

Date of Exam	No. of Graduates	No. of Takers	No. of Passers	Nat'l Passing Rate	Institutional Passing Rate	% higher than Nat'l Passing Rate
Sept. 2015	93	81	61	41.75	75.81	34.06
Sept. 2016	100	93	71	33.78%	76.43	42.65
Sept. 2017	109	95	86	46.37%	90.53	44.16
Sept. 2018	104	86	81	48.03%	94.19	46.16
Sept. 2019	123	117	93	39.68	79.49%	39.81
Total	529	472	392			
Average	106	94	78	41.91	83.29	41.37

### Employability of Graduates

The employability of graduates over the last five (5) years (2015 to 2019) is presented in the table below. It shows that the number of employed graduates for the five-year period range from 87 to 103 (72.36% to 99.04%) with an average of 88.58% each year. However, this is not dependable since not all graduates responded in the survey. Meanwhile, in terms of actual number of graduates responded the percentage is very high which ranged from 93.68% to 99.04% with an average of 96.22%.

The employed graduates in 2019 seem to be lowest over the period since they just graduated about two years ago and they prioritized gaining their license to teach after graduation. Currently, many of them (about one-third) could not gain their employment due to the pandemic.

Seemingly, based on actual number of graduates who responded, the employability is very high. For every 10 graduates, about 9 are employed for the last five years.

**Table 2. Percent of Employed Graduates for the Last Five (5) years**

School Year	Number of Graduates	Actual Number of Graduates Responded	Number of Employed Graduates	% of Employed Graduates Based on Actual No. of Graduates Responded	% of Employed Graduates Based on Total No. of Graduates
2014-2015	93	93	89	95.70%	95.70%
2015-2016	100	100	96	96.00%	96.00%
2016-2017	109	90	87	96.67%	79.82%
2017-2018	104	104	103	99.04%	99.04%
2018-2019	123	95	89	93.68%	72.36%
<b>Total</b>	<b>529</b>	<b>482</b>	<b>464</b>		
<b>Average</b>	<b>106</b>	<b>96</b>	<b>93</b>	<b>96.22%</b>	<b>88.58%</b>

### Nature of job of graduates for the last five years

Based on the survey, it shows that almost all graduates are employed in the teaching profession (ranged from 49.47% 84.44%) with an average of 78.42% and very few are engaged in non-teaching jobs such as banking and finance, policeman, call center agent, sales, data analyst, clerical work, cashier, quality assurance, business outsourcing, government employee, etc. based on the sample data with an average of 82.25 over the last five years. The data below also indicates that graduates who are employed in non-teaching profession are engaged in various jobs.

The aforesaid findings imply that almost all graduates are actually applying what they have learned in BSEd program as manifested in their employment in the teaching profession and nonetheless, graduates employed in the non-teaching profession are also saleable for employment to various nature of occupation.

**Table 3. Nature of Job of Graduates for the Last Five (5) Years**

Nature of Job	Frequency/Percent					
	2015	2016	2017	2018	2019	Total
Teaching	75 (84.26%)	82 (84.42%)	77 (88.51%)	80 (77.67%)	65 (76.40%)	379 (82.25%)
2.Banking, Finance and Accounting						

Banking and Finance	1	1				2	
HR Accountant					1	1	
Cashier					3	1	4
Account Lockout Specialist	1						1
<b>y</b>							
Policeman	3		1			1	5
Uniformed Service			1				1
Soldier			1		1		2
Police Officer						1	1
<b>il Work</b>							
Administrative Aide	1						1
Document Controller						1	1
Clerical Work	2	1	2	3	3	3	11
Data Verifier						1	1
CBMS Enumerator						2	2
<b>Systems Operation Officer</b>							
System Associate					1		1
Process Associate						1	1
Assistant Operation NCO	1						1
Counter Checker						1	1
Project Coordinator					2		2
Quality Assurance					1		1
Municipal Planning and Development Coordinator					1		1
Pharmacy Assistant					1		1
Research & Development Consultant			1				1
Research & Development Consultant			1				1
Government Employee						1	1
Public Servant						1	1
Municipal Planning and Development Coordinator					1		1
Registration Officer						3	3
Data Analyst	2	1		2			3
<b>elated</b>							
Call Centre Agent	2	2	3			3	10
Sales Representative/Associate		1	1			2	4
Costumer Assistant			1	3			4
Fast Food Manager		1					1
Hotel Reservation Agent	1						1

Front desk Receptionist		1				1
Costumer Service Rep.			1	1	1	4
Food Retailer					1	1
Barangay Kagawad				1		1
Child Development Worker				1		1
Church Staff		3				3
CoViD 19 Contact Tracer				1		1
<b>Subtotal</b>	<b>89</b>	<b>96</b>	<b>87</b>	<b>103</b>	<b>89</b>	<b>464</b>

### Number of months/years for BSEd graduates in gaining their employment after graduation

The rate at which the graduates gained their employment is presented in table 4. More than 31% or 29 were employed within six months after graduation, 27 were in the teaching profession and 2 in the non-teaching profession while (25 or 26.88%) were within 2 years of whom most of all were in the teaching profession. In 2016, (21 or 24.04%) were employed within 6 months of whom, 13 are in the teaching profession while 2 in the non-teaching profession. Meanwhile, 41 or 39.42% were within 2 years with 41 in the teaching profession. On the other hand, in 2017, 33 or 30.27% were employed within 6 months after graduation of whom 27 are in the teaching profession. Also, 35 or 32.11% were employed within one year in the teaching profession.

About 25.24% (26) of the graduates in 2018 were employed within 6 months after graduation of whom 14 in the teaching profession and 12 in the non-teaching profession. Nearly 53% (55) were employed within one (1) year, 47 in the teaching profession and 18 or 17.31% within two years where majority are in the teaching profession. On the other hand, 36% (44) were employed within 6 months, 29 in the teaching profession, 20% or 24 were within 1 year of whom 16 are in the teaching profession and 18% or 21 were within 2 years, 17 are in the teaching profession for graduates in 2019.

The trend in graduates' success in gaining their employment is seemingly within 6 months, 1 year and 2 years.

**Table 4: Number of Months/Years for BSEd Graduates to Succeed in Gaining their Employment After Graduation**

No. of Months/Years	Frequency/Percent			
	Teaching	Non-Teaching	Total	Cumulative Total
<b>2014-2015</b>				
<b>Employed</b>				
<b>Within 6 months</b>	27(29%)	2(1.94%)		29 (31%)
		29(31%)		
<b>Within 1 year</b>	6(6%)	5(5.38%)	11 (12%)	40
		(43.01%)		



<b>Within 2 years</b>	23(25%)	2(1.94%) (73.12%)	25 (27%)	65
<b>Within 3 years</b>	15(16%)	3(3.23%) (89.24%)	18 (19%)	83
<b>Within 4 years</b>	3(3%)	2(1.94%) (91.17%)	5 (5%)	88
<b>More than four years</b>	1(1%)	0 (95.7%)	1 (1%)	89
<b>Subtotal</b>	75(80.65%)	14(15.05%)	89 (95.7%)	
<b>Unemployed</b>		4(4.3%)	4 (4.3%)	
<b>n<sub>1</sub>=(93)</b>		<b>93(100%)</b>	<b>93</b>	<b>(100%)</b>
<b>2015-2016</b>				
<b>Within 6 months</b>	13(13%)	6(6%) 19(19%)	19(19%)	
<b>Within 1 year</b>	8 (8%)	2(2%) 29(30%)	10(10%)	
<b>Within 2 years</b>	40 (40%)	1(1%) 70(70%)	41(41%)	
<b>Within 3 years</b>	16(16%)	2(2%) 88(88%)	18(18%)	
<b>Within 4 years</b>	5(5%)	3(3%) 96(96%)	8(8%)	
<b>More than four years</b>	-	-	-	-
<b>Subtotal</b>	<b>82</b>	<b>14</b>	<b>96(96%)</b>	
<b>Unemployed</b>		<b>4 (4%)</b>	<b>4(4%)</b>	
<b>n<sub>2</sub>=100</b>		<b>100(100%)</b>	<b>100</b>	<b>(100%)</b>
<b>2016-2017</b>				
<b>Within 6 months</b>	27(24.77%)	4(3.67%) 31(28.44%)	31(28.44%)	
<b>Within 1 year</b>	35(32.11%)	66(60.55%)	35(32.11%)	
<b>Within 2 years</b>	12(11.01%)	2(1.8%) 80(73.39%)	14(12.84%)	
<b>Within 3 years</b>	2(1.8%)	2(1.8%) 84(77.06%)	4(3.67%)	
<b>Within 4 years</b>	1(0.92%)	2 (1.8%) 87(79.82%)	3(2.75%)	
<b>More than four years</b>				

<b>Subtotal</b>		<b>10(9.17%)</b>	<b>87(79.82%)</b>
	<b>77(70.64%)</b>		
<b>Unemployed</b>			<b>22(20.18%)</b>
<b>n<sub>3</sub>=109</b>			<b>109</b>
<b>2017-2018</b>			
<b>Within 6 months</b>	14(13.46%)	12(11.54%) 26(25%)	26(25%)
<b>Within 1 year</b>	47(45.19)	8(7.7%) 81(77.88%)	55(52.88%)
<b>Within 2 years</b>	12(11.54%)	3(2.88%) 96(92.31% %)	15(14.42%)
<b>Within 3 years</b>	7(6.73%)		7(6.73%)
		103(99.04%)	
<b>Subtotal</b>		<b>23(22.12%)</b>	<b>103(99.04%)</b>
	<b>80(76.92%)</b>		
<b>Unemployed</b>		<b>1(0.96%)</b>	
<b>n<sub>4</sub>=104</b>			
<b>2018-2019</b>			
<b>Within 6 months</b>	29(27.88%)	15(14.42%) 44(35.77%)	44(35.77%)
<b>Within 1 year</b>	16	8(7.7%) 68(55.285)	24(23.08%)
<b>Within 2 years</b>	17	4(3.85%) 89(77.36%)	21(20.19%)
<b>Subtotal</b>	<b>62</b>	<b>27(25.96%)</b>	<b>89(72.36%)</b>
<b>Unemployed</b>			<b>34(27.64%)</b>
<b>n<sub>5</sub>=123</b>			
<b>N= 464</b>			

Table 5 shows that majority of the employed graduates are now holding a permanent 179 or 41.24% and may are still contractual (143 or 32.95%). About 20% (86) are volunteer while very few are into probationary and contract of service (COS) for the last five years.

Although, majority of graduates are enjoying their permanent job but more than half are not secured of their tenure and some are even economically unstable due to holding jobs on volunteer basis. Some are receiving salary while others are not enjoying any financial benefit of their labor.

*Table 5. Status of Employment of Graduates*

School Year	Permanent/Regular	Probationary	Contract of Service (COS)	Contractual	Volunteer	Total
2014-2015	66	5	1	8	9	89
2045-2016	51	8	1	28	8	96
2016-2017	32	5	3	33	14	87
2017-2018	29	4		32	38	103
2018-2019	6	17	5	42	19	89
<b>TOTAL</b>	<b>184</b>	<b>39</b>	<b>10</b>	<b>143</b>	<b>88</b>	<b>464</b>

### Salary of Employed Graduates

Majority (166 or 44.15%) of the employed graduates are receiving within the salary range of P20,000.00 to P25,00.00 while few are below P5,000 and above P25,000.

Meanwhile, 87.5% or 329 graduates are receiving salary of more than P10,000.00 based on cumulative sum for the year 2000. This strongly indicates that most of the graduates are living above the poverty line based on the poverty threshold in the Philippines which is not less than P10,481.00(<http://psa.gov.ph>) for the year 2000. However, about 63% or 236 surpassed the poverty threshold of below P15,000.00 in the Philippines for this year, 2021. These findings were based on sample surveyed data.

*Table 7. Distribution of gross salary of employed graduates*

Salary Range	Frequency	Percent	Cumulative Sum
Below P5,000.00	11	2.93%	376 (100%)
P5,000.00 to less than P 10,000.00	36	9.57%	365 (97.07%)
Above P 10,000.00 to less than 15,000.00	93	24.73%	329(87.5%)
Above P 15,000.00 to less than P 20,000.00	37	9.84%	236 (62.77%)
Above P20,000.00 to less than P 25,000.00	166	44.15%	199 (52.93%)
P 25,000.00 and above	33	8.78%	33 (8.78%)
<b>N =376</b>			

### Location of Employment of Graduates

The data in table 8 shows that majority (82.76%) of graduates are employed in the nearby towns of the locality. This finding strongly indicates that the college is a feeder of manpower resources in the nearby towns, particularly in the teaching force both in elementary and secondary education levels.

*Table 8. Location of employment of graduates*

Location	Frequency	Percent
<b>Within the District 1 (Nearby Towns)</b>	384	82.76
<b>Outside District 1 but Within the Province</b>	22	5.42
<b>Outside the Region</b>	58	12.5
<b>N = 464</b>		

### Extent of Influence of the College in the Knowledge and Skills of Graduates

The respondents agreed that the extent of the influence of the college in terms of their knowledge and skills is *high* in all competencies such as IT skills, proficiency in written English, proficiency in spoken English, proficiency in written Filipino, proficiency in spoken Filipino, Interpersonal communication skills, creative and critical thinking skills, analytical skills, team work/ working with others in a group, exposure to general knowledge and current issues, and class management as shown in table 9 as indicated by their corresponding mean ratings . On the other hand, graduates disclosed the extent influence of the college is *fair* in terms of instructional materials development as well as leadership and management skills.

Seemingly, the development of the knowledge and skills of graduates on instructional materials development as well as leadership and management skills were not well emphasized by the college. However, there is also a need to strengthen the ability of graduates in writing and speaking in English since the mean rating is low.

**Table 9. Ratings and descriptions of the extent of influence of the college in knowledge and skills of graduates**

Competencies	Mean Ratings	Description
IT skills (Use of Microsoft Word, PowerPoint, Adobe, AutoCAD, etc.)	4.13	High
2. Proficiency in written English	3.67	High
3. Proficiency in spoken English	3.54	High
4. Proficiency in written Filipino	4.02	High
5. Proficiency in spoken Filipino	4.07	High
6. Interpersonal communication skills	4.28	High

7. Creative and Critical thinking skills	4.17	High
8. Analytical Skills	4.13	High
9. Problem Solving Skills	4.10	High
10. Team work/ working with others in a group	4.38	High
11. Exposure to general knowledge and current issues	4.01	High
12. Classroom Management	4.12	High
13. Instructional Materials Development	3.44	Fair
14. Leadership and Management Skills	3.29	Fair

### **Extent of Influence of College in Terms of Effectiveness of BSEd Program and Self-readiness of Graduates**

The graduates agreed that the extent of influence of the college in terms of effectiveness of BSEd program and their self-readiness is *high* in following competencies: IT skills, proficiency in written English, proficiency in spoken English, proficiency in written Filipino, proficiency in spoken Filipino, Interpersonal communication skills, creative and critical thinking skills, analytical skills, team work/ working with others in a group, exposure to general knowledge and current issues, and class management. On the other hand, graduates agreed that the extent of their readiness in terms of instructional materials development as well as leadership and management skills is *fair*.

Apparently, graduates' knowledge and skills on instructional materials development as well as leadership and management are not sufficiently and adequately enough to allow them to undertake endeavors in these skills.

**Table 10. Ratings and descriptions of the extent of influence of the college in terms of effectiveness of study program and self-readiness of graduates**

Competencies	Mean Ratings	Description
<b>IT skills (Use of Microsoft Word, PowerPoint, Adobe, AutoCAD, etc.)</b>	4.0	High
<b>2. Proficiency in written English</b>	3.97	High
<b>3. Proficiency in spoken English</b>	3.94	High
<b>4. Proficiency in written Filipino</b>	4.09	High
<b>5. Proficiency in spoken Filipino</b>	3.90	High
<b>6. Interpersonal communication skills</b>	4.04	High
<b>7. Creative and Critical thinking skills</b>	3.97	High
<b>8. Analytical Skills</b>	3.95	High
<b>9. Problem Solving Skills</b>	3.95	High
<b>10. Team work/ working with others in a group</b>	4.18	High
<b>11. Exposure to general knowledge and current issues</b>	3.85	High
<b>12. Classroom Management</b>	4.04	High

<b>13. Instructional Materials Development</b>	3.41	Fair
<b>14. Leadership and Management Skills</b>	3.24	Fair

### Ability of Graduates in Performing their Jobs

Table 11 shows that graduates exhibit a *very satisfactory* knowledge and skills in performing their jobs being adaptive in the workplace and teamwork. They are satisfactory in carrying out their knowledge and skills in the following: problem-solving and decision-making, confidence to perform tasks required, communication skills, applying ICT, technical skills in program-based, performance-based test development skills, overall assessment development skills and overall classroom management skills. On the other hand, graduates believed that they perform *moderately* in their knowledge and skills in entrepreneurial, instructional materials (IM) development, leadership and management, ability to contextualized instructional materials.

The aforesaid findings imply that it is necessary for graduates to acquire adequate and relevant knowledge and skills in entrepreneurial, instructional materials (IM) development Skills leadership and management, ability to contextualized instructional materials in order to become adaptive with the demands of quality delivery of instruction, particularly in this pandemic or in times of uncertainties in the landscape of teaching-learning process. Moreover, there is also a need to adequately prepare graduates for entrepreneurial skills in order to create a business out of their profession to augment their income to meet luxury of life such as allocating finance for sustenance to engagement to social media and other demands that need additional expenses which are vital in their functions and duties.

**Table 11. Mean ratings and descriptions of the ability of BSEd graduates to perform job**

Knowledge and Skills	Mean Rating	Description
<b>a. Workplace adaptability</b>	4.52	Very Satisfactory
<b>b. Problem-solving and decision-making</b>	4.26	Satisfactory
<b>c. Confidence to perform tasks required</b>	4.44	Satisfactory
<b>d. Working in a team</b>	4.65	Very Satisfactory
<b>e. Communication skills</b>	3.89	Satisfactory
<b>f. Usage of ICT (Information and Communication Tech)</b>	4.44	Satisfactory
<b>g. Ability to use ICT application</b>	4.35	Satisfactory
<b>h. Technical skills in program based</b>	4.04	Satisfactory
<b>i. Entrepreneurial skills</b>	3.40	Moderate
<b>j. Leadership and management skills</b>	3.37	Moderate
<b>k. Performance-based test development skills</b>	4.01	Satisfactory
<b>l. Instructional Materials (IM) Development Skills</b>	3.35	Moderate
<b>m. Ability to apply innovative teaching strategies</b>	4.02	Satisfactory
<b>n. Ability to contextualized instructional materials</b>	3.41	Moderate
<b>o. Overall Assessment development skills</b>	3.97	Satisfactory

<b>p. Overall Classroom Management Skills</b>	3.99	Satisfactory
<b>q. Others please specify:</b>		

### Useful Competencies

The following competencies which include communication skills, human relations, information technology skills, research skills, leadership skills, co-curricular skills, problem solving skills, critical thinking skills, decision-making skills, classroom management skills, entrepreneurial skills, analytical skills, and technical skills on programed-based were found very useful by graduates in performing their jobs.

**Table 10. Competencies learned in college found by BSEd graduates useful in their job**

Competencies	Mean Rating	Description
<b>Communication Skills</b>	4.74	Very Useful
<b>Human Relations</b>	4.63	Very Useful
<b>Information Technology Skills</b>	4.63	Very Useful
<b>Research Skills</b>	4.54	Very Useful
<b>Leadership Skills</b>	4.74	Very Useful
<b>Co-Curricular Skills</b>	4.51	Very Useful
<b>Problem Solving Skills</b>	4.68	Very Useful
<b>Critical Thinking Skills</b>	4.84	Very Useful
<b>Decision-making Skills</b>	4.79	Very Useful
<b>Classroom Management Skills</b>	4.71	Very Useful
<b>Entrepreneurial Skills</b>	4.53	Very Useful
<b>Analytical Skills</b>	4.64	Very Useful
<b>Technical Skills in Program-based</b>	4.58	Very Useful

### Competencies for Further Improvement

Majority of the graduates agreed the following competencies need further improvement of the curriculum: Emphasis on speaking and writing, Communication skills in general, Proficiency in written English, Proficiency in spoken English Proficiency in written Filipino Proficiency in spoken Filipino Expanding knowledge of computers in general, Expanding specific computer knowledge (MS Office, spread sheets, Adobe, etc.), Emphasis on how to actually use innovative teaching strategies in the classroom, Vocational skills, Research skills, Instructional materials development, Critical thinking skills, Creative thinking skills, Intercultural Education skills as indicated by the frequencies and corresponding percentages.

**Table 11. Competencies needed by BSEd graduates for further improvement of the curriculum**

Competencies	Frequency	Percent
<b>1. Emphasis on speaking and writing</b>	322	69.85%
<b>2. Communication skills in general</b>	346	75.05
<b>3. Proficiency in written English</b>	369	80.04
<b>4. Proficiency in spoken English</b>	373	80.81
<b>5. Proficiency in written Filipino</b>	299	64.86
<b>6. Proficiency in spoken Filipino</b>	254	55.10
<b>7. Expanding knowledge of computers in general</b>	392	85.03
Expanding specific computer knowledge (MS Office, spread sheets, adobe, etc.)	369	80.04
<b>Emphasis on how to actually use innovative teaching strategies in the classroom</b>	383	83.08
<b>10. Vocational skills</b>	244	52.92
<b>11. Research skills</b>	378	82
<b>12. Instructional materials development</b>	398	86.33
<b>13. Critical thinking skills</b>	377	81.78
<b>14. Creative thinking skills</b>	381	82.65
<b>15. Intercultural Education skills</b>	249	54.01
N = 461		

### Employers' Feedback on Performance of Graduates

Table 12 presents the employers' assessment on the importance and their satisfaction of graduates' knowledge and understanding of their field of specialization. The employers' agreed that the following knowledge and understanding of graduates on the field of specialization which include, job-related information, specific technical skills other than computer applications, systems organizations such political systems, markets, cultures and peoples and cultures from other countries are of *extremely important*.

Based on the data, the employers agreed that they are *extremely satisfied* of the knowledge of graduates in their field of specialization and their understanding of job-related information while they are *moderately* satisfied with graduates' technical skills on computer applications such as word processing, spreadsheets and database applications. Likewise, they are *moderately* satisfied on the knowledge of graduates of the peoples and cultures from other countries.

On overall, both the assessment and satisfaction of graduates' knowledge and understanding of their field specialization are *high*.

Meanwhile, graduates' digital capabilities and knowledge in cultural diversity are still wanting. Thus, a more advanced knowledge and skills in computer and enhanced competency in cultural diversity among graduates should be achieved. It will be advantageous for those graduates wanting work abroad.



**Table 12. The employers' assessment on the importance and their satisfaction of graduates' knowledge and understanding of their field of specialization**

Rate of Importance		Type of Knowledge	Rate of Satisfaction	
Mean Rating	Description		Mean Rating	Description
4.5	Extremely High	Knowledge in his/her field of specialization	4.33	Extremely High
4.5	Extremely High	Understanding of job-related information	4.33	Extremely High
4.5	Extremely High	Specific technical knowledge required for the job (other than computer application)	3.33	Moderate
4.0	High	Knowledge of specific computer applications required for the job (other than word processing, spreadsheets, database applications)	3.33	Moderate
4.33	Extremely High	Understanding of systems and organizations (e.g. political systems, markets, cultures)	4.17	High
4.33	Extremely High	Knowledge of peoples and cultures from other countries	3.17	Moderate
4.12	<b>High</b>	<b>Overall</b>	<b>3.88</b>	<b>High</b>

Table 13 presents the employers' assessment of the importance and their satisfaction with graduates' qualities. The qualities of graduates of being flexible, creativity, reliability, integrity, positive attitude towards work, willingness to learn, understands and takes directions for work assignments and accepts responsibility are *extremely important* according to the employers.

The employers' satisfaction on qualities of graduates is *extremely high* positive attitude towards work, willingness to learn, understands and takes directions for work assignments and accepts responsibility are extremely important according to the employers while high on in terms of being flexible, empathy, creativity, reliability, and integrity. Based on over-all the qualities of graduates are high.

Thus, the above qualities of graduates may still be improved so that they will attain full satisfaction among their employers which will redound to smooth relationship and quality work in the school/organization they are connected.

**Table 13. The Employers' assessment on the importance and their satisfaction with the graduates' qualities**

Rate of Importance		QUALITIES	Rate of Satisfaction	
Mean Rating	Description		Mean Rating	Description
4.33	Extremely High	Flexibility (responds well to change)	3.86	High
4.33	Extremely High	Creativity (identifies new approaches to problems)	4.14	High
4.17	High	Empathy (understands the situation, feelings, or motives of others)	3.83	High
4.33	Extremely High	Reliability (can be depended upon to complete work assignments)	3.86	High
4.33	Extremely High	Integrity (understands and applies ethical principles to decisions)	4.17	High
4.33	Extremely High	Positive attitude towards work	4.29	Extremely High
4.5	Extremely High	Willingness to learn	4.33	Extremely High
4.5	Extremely High	Understands and takes directions for work assignments	4.5	Extremely High
4.5	Extremely High	Accepts responsibility for consequences of actions	4.5	Extremely High
-	Extremely High	<b>Over-all</b>	4.25	Extremely High

Table 14 presents the employers' assessment of the importance and their satisfaction with graduates' general skills. The employer's assessment on the importance of all the following skills: written communications, verbal communications, listening to others, organizing information for presentation, critical thinking, reading comprehension, computation (Math), basic computer, advance computer, use of equipment or technology specific to the job (other than computer), leadership, teamwork and customer relations are *extremely high*. On the other hand, the employers' satisfaction on computational skills among teachers is *extremely high* while *high* for other general skills.

Thus, the other qualities except computational skills of graduates may still be improved so that they will attain full satisfaction among their employers which will redound to better relationship and quality work in the school/organization they are connected.

**Table 14. The employers' assessment of the importance and their satisfaction of graduates' general skills**

Rate of Importance		GENERAL SKILLS	Rate of Satisfaction	
Mean Rating	Description		Mean Rating	Description
4.33	Extremely High	Written communications	4.0	High
4.33	Extremely High	Verbal communications	4.0	High
4.33	Extremely High	Listening to others	4.17	High
4.33	Extremely High	Organizing information for Presentation	4.17	High
4.33	Extremely High	Critical thinking (e.g. evaluating information, making decisions)	4.17	High
4.33	Extremely High	Computation (Math)	4.3	Extremely High
4.33	Extremely High	Reading Comprehension	4.17	High
4.5	Extremely High	Basic computer (e. g. word processing)	3.83	High
4.33	Extremely High	Advance computer (e.g. spreadsheets, database)	3.67	High
4.5	Extremely High	Use of equipment or technology specific to the job (other than computer)	3.67	High
4.33	Extremely High	Leadership	4.17	High
4.33	Extremely High	Teamwork (interpersonal relations)	4.17	High
4.33	Extremely High	Costumer relations	4.17	High
Over-all			3.86	High

Table 15 presents the employers' assessment of the importance and their satisfaction with graduates' specialized skills. The specialized skills of graduates are perceived as *extremely high important* by the employers while *moderate* on project management, negotiation and mentoring or coaching colleague.

The satisfaction of employers of all the specialized skills aforementioned were *high*.

The over-all assessment on the importance and satisfaction on the specialized skills of employers with graduates were *extremely high* and *high*, respectively.

Thus, the over-all assessment of employers to Secondary Education graduates in terms of

work performance is commendable. Although, it may still be improved so that full satisfaction among employers be attained in order to foster smooth working relationship and further contribute to the attainment of vision, mission and goals of the school/organization they are connected.

**Table 15. The employers' assessment of the importance and their satisfaction of graduates' specialized skills**

Rate of Importance		SPECIALIZED SKILLS	Rate of Satisfaction	
Mean Rating	Description		Mean Rating	Description
4.0	High	Management of organizational resources (budgets, subordinates, etc.)	3.83	High
3.33	Moderate	Fluency in a large other than English	3.83	High
3.33	Moderate	Project Management	3.67	High
3.33	Moderate	Negotiation (contracts, alliances	3.67	High
3.33	Moderate	Mentoring or coaching colleague	3.67	High
3.83	High	Ability to set goals and allocate time to achieve them	4.0	High
4.5	Extremely High	Ability to translate theory into practice	4.0	High
4.5	Extremely High	Over-all	3.88	High

Table 17 presents the employers' suggestions on technical skills to be given more emphasis. The speaking and writing, expanding knowledge of computers in general and expanding specific computer knowledge on MS Office, spread sheets and adobe, etc., communication skills in general, vocational skills and research skills should be given more emphasis as suggested by the employers.

**Table 17. The Employers Suggestions on Technical Skills to be given More Emphasize**

<i>Technical Skills</i>	<i>Frequency</i>	<i>Percent</i>
1. Emphasis on speaking and writing	7	
2. Communication skills in general	2	
3. Proficiency in written English		
4. Proficiency in spoken English		
5. Proficiency in written Filipino		
6. Proficiency in spoken Filipino		
7. Expanding knowledge of computers in general	10	
Expanding specific computer knowledge (MS Office, spread sheets, adobe, etc.)	6	

Vocational skills	3	
Research skills	6	
<b>N = 30</b>		

Table 16 presents the employers' likelihood to hire other graduates of ISU-Cabagan based on experiences with employees (graduates). The employers are extremely favorable of hiring other graduates of the institution/college.

**Table 16. The likelihood of employers to hire other graduates of ISU-Cabagan based on their experience with employees (graduates)**

Mean Rating	Description
4.63	Extremely favorable

### **Role of Institution in Teacher-Demand Manpower Resources**

The data in table 17 shows the supply of graduates and the teacher-demand of schools based on the plantilla positions provided by the central office of the Department of Education (DepEd). It also shows the number of teachers supplied by the institution in the nearby towns or within the first congressional district for the period of five years. Based on the data, the institution supplied an average of only about 17 (15.69%) graduates for the period of five years and landed with permanent item or plantilla position. Also, it supplied an average of 17 (16.6%) graduates as contractual/contract service (COS) for the same period. Further, the institution supplied an average of 26 (24.57%) graduates as volunteer teachers. Meanwhile, an average total number of 59 (55.77%) graduates were supplied over the five-year period (2015-2019).

It is noted that number of teachers needed is based on the plantilla position provided by the central office of the Department of Education (DepEd) and this is not the actual need of the schools. As having permanent status, they enjoy all the benefits provided by the school and security of tenure. On the other hand, teachers hired as contractual have limited remuneration of their services and these are in the form of salary, allowance and year-end bonus depending upon the guidelines set by public and private school. Also, contract of service (COS) teachers is remunerated according to the number of hours rendered in actual teaching and there is no employee to employer relationship. Teachers who are hired as volunteer are not given any benefits in the form of salary, allowance and other remuneration. However, their experience is counted officially according to the actual number of hours/days rendered. Also, it can be counted and recognized by the Department of Education (DepEd) as actual teaching experience and equivalent points are granted which they can use when they apply for obtaining permanent plantilla position. As volunteer they can be given minimum load, class advisee, coaches in contested activities and act as reliever in the absence of some teachers or in the event that teachers are busy in some school activities or concerns. They are also tap in some related tasks that are within their capabilities.

The aforesaid findings indicate that graduates are likely to have a slim chance to be employed on a permanent status upon graduation, but, they can be employed as contractual and contract of service in the teaching profession. Although, the school responded to the needs of basic education particularly in secondary education, the role of the school to supply the actual demand of basic education is constrained by the allocation of plantilla positions set by the Department of Education (DepEd). Hence, the institution's supply of qualified teachers doesn't match the demand of basic education in the nearby towns.

Thus, a glut of supply of graduates year in and year out for the last five years will likely to happen. Moreover, with this pattern which may be true to other teacher education institutions that are geographically proximate in the province and region, surplus of teacher education graduates is evident in the nearby towns.

**Table 17. Institution's Supply Rate and Demand Rate of High School Teachers in the First Congressional District of Isabela (Six Towns) in 2015-2019)**

School Year	No. of Graduates (Supply)	No. of Teachers Needed (**Demand)	% of Teachers Supplied by Institution			Total
			Permanent	Contractual/*COS	Volunteer	
2014-2015	93	41	20	13	25	<b>58</b>
2015-2016	100	42	21	10	28	<b>59</b>
2016-2017	109	44	9	23	26	<b>58</b>
2017-2018	104	46	22	20	24	<b>66</b>
2018-2019	123	49	11	19	25	<b>55</b>
TOTAL	529					
Average	105.8		16.6 (15.69%)	17 (16.06%)	26 (24.57%)	<b>59 (55.77%)</b>

\* COS-Contract of Service

\*\*Based on plantilla position provided by the central office of DepEd

Table 18 shows the number of graduates and the number of teachers supplied by the institutions outside the nearby towns or the first congressional district. Only an average of 8 (7.6%) are employed as permanent in schools located outside the nearby towns of the institution. Also, only about an average of 4 are hired as contractual and also nearly about one

(1) as volunteer. Meanwhile, based on total, about an average of 14 are employed outside the nearby towns or the first congressional district.

**Table 18. Institution's Supply Rate and Number of Graduates of High School Teachers Employed as Teachers Outside the First Congressional District of Isabela (Six Towns)**

School Year	No. of Institutions' Graduates (Supply)	% Teachers Supplied by Institution			Total
		Permanent	Contractual	Contract of Service	
2014-2015	93	11 (12%)	1 (1%)	5	17 (%)
2015-2016	100	16 (16%)	5 (5%)	2	23 (%)
2016-2017	109	8(7%)	5(5%)	6	19 (%)
2017-2018	104	4(4%)	6 (6%)	4(4 %)	14 (14%)
2018-2019	123	1 (0.8%)	4 (3%)	5	10(%)
Total	529	40(7.5%)	21 (4%)	7 (1.3%)	68 (13%)
Average	105.8	8 (7.6%)	4.2 (3.9%)	1.4 (1.3%)	13.6 (12.85%)

### Summary of Findings and Conclusions

1. For every 10 graduates, 8 are likely to become licensed teachers and about an average of 9 are employed for the last five years.
2. The graduates are actually applying what they have learned in BSEd program as manifested in their employment in the teaching profession and saleable to various nature of occupation.
3. Majority of the graduates are employed within 6 months, 1 year and 2 years.
4. Most of the graduates are secured of their tenure and some are economically unstable due to holding jobs on volunteer basis.
5. Majority of the employed graduates are above poverty line.
6. The institution sustained its role as feeder of manpower resources in the nearby towns in basic education.
7. Graduates' knowledge and skills in instructional materials development, leadership and management, contextualizing instruction, entrepreneurial, ICT, research, intercultural education, critical thinking, creative thinking, analytical thinking, utilization of pedagogy and communication must still be improved.
8. Graduates' competencies in communication skills, human relations, information technology skills, research skills, leadership skills, co-curricular skills, problem solving skills, critical thinking skills, decision-making skills, classroom management skills, entrepreneurial skills, analytical skills, and technical skills on programed-based were found very useful by graduates in performing their jobs.
8. Graduates are commendable in their work performance.
9. The general qualities, general skills and specialized skills of graduates are found highly important and may still be improved to attain full satisfaction among employers in order to

foster smooth relationship and contribute to attainment of quality and excellent work performance in the school/organization they are connected.

10. The employers are extremely favorable of hiring other graduates of the institution/college.
11. The graduates are likely to have a slim chance to be employed on a permanent status upon graduation, however, they can be employed as contractual and contract of service in the teaching profession. Although, the school responded to the needs of basic education particularly in secondary education, the role of the school to supply the actual demand of basic education is constrained by the allocation of plantilla positions set by the Department of Education (DepEd). Hence, the institution's supply of qualified teachers doesn't match the demand of basic education in the nearby towns. A glut of supply of institution's graduates year in and year out for the last five years will likely to happen. Moreover, with this pattern which may be true to other teacher education institutions that are geographically proximate in the province and region, surplus of teacher education graduates is evident in the nearby towns.
11. Very few of the basic education teacher outside the nearby towns are supply by institution's graduates which confirms that institution is feeder of basic education teacher in the nearby towns

### **RECOMMENDATIONS**

1. The college may prioritize in designing appropriate interventions in enhancing the competencies of students in the following: communication skills, human relations, information technology skills, research skills, leadership skills, co-curricular skills, problem solving skills, critical thinking skills, decision-making skills, classroom management skills, entrepreneurial skills, analytical skills, and technical skills on program based since they found very useful in performing their jobs as well as their employers.
2. The college may consider the integration in the curriculum the enhancement of students' knowledge and skills in entrepreneurial, instructional materials (IM) development skills leadership and management, ability to contextualized instructional materials.
3. The college may consider the enhancement the teaching of ICT toward advanced knowledge and skills and provide more computer facilities and equipment to ensure capability of graduates to be adaptive in the rapid change, development of technology and particularly in coping the challenges of uncertainties in the educational landscape.
4. The integration of entrepreneurial skills and technical skills in program-based in BSEd program may be considered in order to equip graduates toward these competencies.
5. The college may consider reviewing and identifying the appropriate supply of entrants/expected graduates in their programs in order to match their actual graduates to the needs teacher-demand manpower resources in basic education

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