



TRACING THE PATHWAYS OF GRADUATES OF THE BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH

Christian Joir D. Ocay

cdocay.cteas@sccpag.edu.ph

Rogelyn G. Donguines

rgdonguines.cteas@sccpag.edu.ph

Ryan Joseph R. Sanchez

rrsanchez.cteas@sccpag.edu.ph

Aris Pet Angeli A. Suarez

arispet28@sccpag.edu.ph

Alfer Jann D. Tantog

alferjann@gmail.com

ABSTRACT

This study aimed to gather information about graduates' employment outcomes and educational experiences from the Bachelor of Secondary Education major in English program. The study spanned from 2016 to 2021 and involved 48 respondents who completed an online survey using Google Forms. The study also aimed to assess the impact of the BSED Program on the graduates' personal and professional growth in various areas, including academic development, research capability, communication skills, problem-solving skills, information technology skills, exposure to the local community, critical thinking skills, SCC values formation, achieving excellence, cultivating a peaceful environment, taking care of Mother Earth, and serving humanity. 29.2% of respondents still need to pass the Licensure Examination for Professional Teachers, while 70.8% have already passed it. Furthermore, 34.1% of the survey participants remained in their first job for three to four years. Additionally, 50% of the respondents found employment within one month after graduation, primarily through recommendations from someone. The tracer study provides valuable insights into the employment outcomes and educational experiences of graduates from the Bachelor of Secondary Education program with a focus on English. While the program demonstrates strengths in preparing graduates for the licensure examination and facilitating initial job placement, some areas could benefit from further improvements, such as enhancing performance in the licensure examination and expanding career support services. These findings can inform program enhancements to better equip graduates for successful careers in secondary education.

Keywords: tracer study, Bachelor of Secondary Education, English program, employment outcomes, licensure examination for professional teachers

INTRODUCTION

Graduates of teacher education programs are crucial to today's paradigm change in education. Providing appropriate educator preparation and planning to meet the requirements of a developing society and challenging times has proven difficult for higher education institutions (HEIs) that offer educator schooling programs (Coman et al., 2020). To ensure graduates' employment, HEIs must create highly qualified and competitive graduates (Abela et al., 2020; Cain et al., 2020). As the only route to a successful career, higher education is prized for its ability to offer graduates options for future employment and construct a stable professional path (Ali & Jalal, 2018; Rojas & Rojas, 2016). Any



college's undergrad program educational plan should consider graduate qualities, as they influence the local and international labor market and the national economy (Kankaew et al., 2021). Due to this, it is essential to monitor graduates to determine their employability and the relevance of the knowledge and skills they learned in college (Cornillez et al., 2021).

The Graduate Tracer Study (GTS) is a tool for researching alumni's backgrounds. GTS as a standard evaluation of graduates from educational institutions that takes place after graduation or the completion of the preparatory process and keeps questions in mind for focus on progress, the change to work, work endaze, work profession, utilization of learned capabilities, current occupation, and security to the educational foundation (Schomburg, 2016). It is commonly used to keep track of a graduate's work status and profile (Badiru & Wahome, 2016; Gines, 2014), as well as to collect and analyze data on the alums' knowledge of the school and skills they have learned, the type of advice they received, and how it relates to their employability (Mentor et al., 2019). For educational institutions, GTS is crucial because it enables them to adjust to societal changes, particularly the expectations of present and future employers (Cañizares, 2015), and because it offers a practical way to obtain timely, accurate inputs that ensure that educational institutions' human capital is current and ready for the constantly shifting job market (Reusia et al., 2020). The recognition of program graduates in accomplishing their professional goals is one of the critical metrics in executing valuable and appropriate education (Daguplo et al., 2019). Furthermore, GTS allows for the institutionalization and integration of quality assurance within HEI operations (Badiru & Wahome, 2016).

The GTSs and associated research are seen to be beneficial to HEIs. Teacher education is the brain of all educational disciplines since it trains aspiring teachers (Iqbal & Arif, 2011). Therefore, teacher education institutes (TEIs) may utilize GTS to track and assess their program offerings and graduates. Bok (2017) asserts a critical need for research to improve undergraduate education. They affirmed that managers' and alumni's profiles are essential for assessing the success of advanced education (Schomburg, 2003). The GTS is one of the best tools for determining the viability of a program and providing feedback on its significance in the working environment (Aquino et al., 2015), and it can be used to evaluate the outcomes of education and training at a particular higher education institution. The National Commission for Further and Higher Education (2016) has suggested conducting research on labor-market skills and gathering data on the labor-market outcomes of higher education completion through GTS as strategies to promote employability.

Most graduates needed help with obtaining their professional training. Graduates who thought teaching was challenging and fulfilling chose to enroll in teacher education programs (Aquino et al., 2015). In addition, graduates of teacher preparation programs in English, Mathematics, and Sciences are highly motivated, academically bright, and have high expectations for themselves as role models in the classroom (Bihag-boholano, 2012). Contrarily, most alumni obtained careers related to their education and preparedness (Caingcoy & Barroso, 2020). According to Cañizares (2015), most graduates from educator preparation programs aced the Licensure Assessment for Instructors (LAI), and the majority are already employed as full-time, incredibly durable instructors. Thus, the teacher education program helped graduates find employment (Caillez, 2021).



Furthermore, job advertising, personal contacts, and recommendations were typical ways for college graduates to get jobs (Daguplo et al., 2019).

Tracer study of 2009–2011 PNU BSE–PE major graduates, most respondents obtained employment quickly after graduation and expressed high satisfaction with the college's offices, administration, and learning environment (Diana, 2015). The majority of graduates from educator schools are female and in their mid-20s (Gines, 2014). They registered in the school because of the reasonable tuition and their associations with the brand, intending to obtain better employment opportunities and advance in their professions. Having adequately emphasized skills like information and specialized correspondence, human relations, initiative, research, critical thinking, and other capabilities well defined for the area of specialization was a massive idea for sure-fire job security, regardless of the field of study and the college's reputation.

Additionally, the first batch of teacher education graduates of Pangasinan State University, Alaminos City Campus, were single women working as contract primary education teachers, and their parents significantly impacted their decision to become teachers (Oboza, 2017). The graduates thought their recently obtained abilities were beneficial in their current roles. They said that their experience in leadership, problem-solving, and interpersonal communication was very applicable. Furthermore, as Rojas and Rojas (2016) showed, graduates have the knowledge and abilities required to operate in government schools. The school prioritized personality over other preset criteria while preparing graduates for jobs. Professional performance, in addition to academic preparation, indicated a successful teaching position at a public school. Reusia et al. (2020) found that the employment rate for university graduates was relatively high. Their educational background and developed talents are very pertinent to their present employment. Therefore, these graduates promoted enhancing pre-service teachers' topic and instructional knowledge.

In addition, graduates are motivated to choose bachelor's degrees by job advancement and earnings, as questioned by graduates of various programs (Tutor et al., 2019). Graduates of teacher preparation programs had a fair employment rate (Ulanday, 2021). Most graduates obtained employability skills from the university within several categories of skill acquisition. A tracer study was conducted in the Philippines to ascertain if the various bachelor's degree programs in teacher education were still "effective, adequate, and relevant" (Gines, 2014). The Commission on Higher Education (CHED) collaborates with the key players in higher education, particularly at the moment, to build a vision for fostering relevant, practical, and high-quality higher education.

Additionally, graduate education and training are essential in the modern world, especially for those who want to become teachers (Kankaew et al., 2021). Learning institutions are successfully working to develop skilled educators locally and worldwide who are prepared for business. They are focused on sustainable outcomes. Bok (2017) argues that curricula at colleges and universities must be reorganized to better prepare future educators for the classroom. A tracer evaluation still needs to be completed for transitions from 2017 to 2020. Saint Columban College Inc. (SCC) was able to assess the status of its graduates using GTS, which may act as a guide for reaching its ultimate objective of offering students a high-quality education.

Saint Columban College, one of the significant diocesan institutions on the Zamboanga Peninsula, is known for its field language and teacher education programs.



This tracer study will benefit higher education institutions because it is one of their critical papers in preparing future graduates for the job market. This study is essential since there is a need for more local literature, and the researcher is concerned about the job situation of English and English Literature (BSED English).

Research Framework

The conceptual framework shows the flow in tracing the pathways of graduates from 2016 to 2021.

Figure 1

Schematic Diagram of the Study

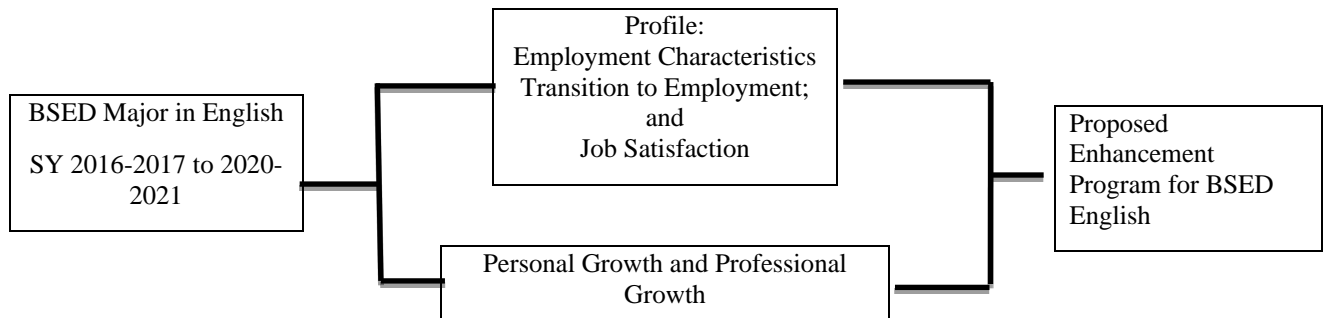


Figure 1 presents the conceptual framework of the study. The study is focused on determining the profile of the respondent graduates determine the personal growth of BSED English graduates in terms of the academic profession, research capability, communication skills, problem-solving skills, information technology skills, Exposure to the local community, critical thinking skills, SCC values formation, achieving Excellence, cultivating peaceful environment, taking care of Mother Earth and Serving Humanity; and determine the recommendation given by BSED English graduates and will make an action plan.

According to Suarez (1994), the significance of follow-up evaluation lies in its capacity to evaluate a program's impact on individuals' ongoing life experiences. Follow-up evaluators play a crucial role in understanding the intricate relationship between program interventions and the broader context of a person's life.

This study claims that the overall impact of work for competent unemployed persons is to apply for jobs in segments needing more education or competition with lower credentials than what they have attained (Deville, 2008). In terms of their beginning and current employment, graduate employment characteristics were also studied and investigated (Cornillez et al., 2021).

Research Objectives

The objective of the present study was to trace the BSED English graduates of Saint Columban College and how the BSED English program and the institution helped them in their teaching careers. Hence, the study sought to answer the following:

1. What is the profile of the BSED English graduates in terms of:

- 1.1 Employment Characteristics



- 1.2 Transition to Employment and;
 - 1.3 Job Satisfaction?
2. Determine the extent to which the BSED English Program contributed to the development of the graduates' personal and professional growth in terms of:
- 2.1 Academic Profession;
 - 2.2 Research Capability;
 - 2.3 Communication skills;
 - 2.4 Problem-solving skills;
 - 2.5 Information Technology Skills;
 - 2.6 Exposure to Local Community;
 - 2.7 Critical Thinking Skills;
 - 2.8 SCC Values Formation;
 - 2.9 Achieving Excellence;
 - 2.10 Cultivating a Peaceful Environment;
 - 2.11 Taking Care of Mother Earth and;
 - 2.12 Serving Humanity?
3. What recommendations are given by the BSED English graduates for developing the BSED program?

RESEARCH METHOD

Research Design

This study employed descriptive statistics to obtain a frequency count of the survey data that effectively captures and presents essential information about the graduates' employment status, job satisfaction, and perception of the Bachelor of Secondary in English program. The study provides a clear and comprehensive picture of these variables, allowing for a better understanding of the graduates' experiences and opinions about the program. This study used descriptive statistics to obtain the survey data. This design is appropriate for this study since it describes the graduates' employment status, job satisfaction, and perception of the Bachelor of Secondary in English program.

Research Environment and Participants

The table below presents the study's research participants: Bachelor in Secondary Education graduates majoring in English at Saint Columban College from 2016 to 2021. The respondents were selected through automatic inclusion sampling, a total of 48 graduates.

Table 1

The Research Participants

BSED English Graduates	
Year of Graduation	Number of Respondents
2016-2017	6
2017 – 2018	8
2018-2019	27
2019– 2020	5
2020-2021	3
Total	48



Research Instrument

The study utilized a survey questionnaire adopted from Suarez & Catubig (2019) as a data collection tool to gather information from the participants. The survey questionnaire included questions aimed at obtaining insights into the graduates' experiences and career outcomes following the completion of their degree program.

The survey questionnaire encompassed various aspects, such as the graduates' employment status, job satisfaction, salary range, and career growth opportunities. Additionally, it sought to assess the graduates' perceived preparedness for their current jobs and the relevance of their degree programs to their current occupations. The questionnaire sought the graduates' feedback on their satisfaction with the skills and knowledge acquired during their degree program. It also inquired whether they felt adequately prepared to pursue further education or training in their field. Furthermore, the survey delved into the graduates' involvement in extracurricular activities or internships during their studies and examined how these experiences may have influenced their career paths.

Data Gathering

The survey questionnaire collected data via an online Google Forms survey (See Appendix B). The survey was distributed to the graduates via email, and for some respondents, it was conducted face-to-face or through phone interviews, depending on their availability. The survey encompassed various aspects, including demographic profiles, personal growth, and recommendations for employment.

RESULTS AND DISCUSSION

Employment Characteristics

This aspect focuses on always seeking new opportunities to develop themselves and provide the organization with more. They pay attention, consider criticism seriously, and are receptive to new ideas. They do not hesitate to ask inquiries or look for assistance when necessary.

Table 2

Respondents' Eligibility Status

No.	Indicators	Frequency	Percentage
1.	BLEPT Passer	34	70.8
2.	Not BLEPT Passer	14	29.2
	Overall	48	100.0

Table 1 shows the respondents' eligibility status. It demonstrates that, of the total 48 graduates, 34 or 70.8%, passed the Licensure Examination for Professional Teachers (LEPT). According to the responses in the questionnaire, this high percentage is because these respondents are actively looking for work. On the other hand, 14 of the 48 graduates (29.2% of the total) who failed the LEPT individuals in this category have either failed the examination or have yet to take it. This could be for a variety of reasons. Some graduates have encountered difficulties throughout the examination and could not obtain a passing score. Others have chosen not to take the LEPT for personal or professional reasons, such as changing careers or continuing their studies, and non-LEPT passers took the CSE (Civil Service Examination).

Table 3



Respondents' Number of times taking the LEPT

No.	Indicators	Frequency	Percentage
1.	1	29	60.3
2.	2	7	14.6
3.	3	1	2.1
4.	4	2	4.2
5.	Five and more	1	2.1
6.	Not Applicable	8	16.7
	Overall	48	100.0

Table 3 shows the frequency of respondents taking the LEPT (Licensure for Professional Teachers), with 29 respondents passing the exam. According to the data, 60.3% of respondents passed the exam on their first attempt immediately after graduation. This high percentage can be attributed to these people being well-prepared and having the necessary knowledge and abilities for the exam. They most certainly spent a significant amount of time and effort studying and preparing for the LEPT, which led to their success on the first try. Furthermore, seven respondents, or 14.6% of the total, passed the LEPT on their second attempt. This could be for a variety of reasons. Some people may have encountered unforeseen obstacles or challenges during their initial effort, resulting in a lower score or failure. They demonstrated determination and endurance by retaking and passing the exam on the second attempt. This group may have used the knowledge gathered from their first try to identify areas for development and changed their preparation tactics accordingly. In contrast, eight respondents, or 16.7% of the total, failed the LEPT exam. There could be several reasons for their failure. These people may need help understanding topics or need more preparation. External factors such as test anxiety or personal situations could influence their performance. Failure in the LEPT, however, does not necessarily imply a lack of potential or skill to become a professional teacher.

Table 4
Respondents' Reasons for Taking BSED English

No.	Indicators	Frequency	Percentage
1.	High Grades in the course or subject area related to the course	9	18.8
2.	Good grades in High school	15	31.3
3.	Influence of parents or relatives	26	54.2
4.	Peer Influence	17	35.4
5.	Inspired by role model	14	29.2
6.	Strong passion for the profession	12	25
7.	Prospect for immediate employment	5	10.4
8.	Status or prestige of the profession	1	2.1
9.	Availability of course offerings in the chosen institution	10	20.8
10.	The prospect of career advancement	5	10.4
11.	Affordable for family	8	16.7
12.	The prospect of attractive career compensation	3	6.3
13.	Opportunity for employment abroad	4	8.3
14.	No particular choice or no better ideas	7	14.6
15.		6	12.5

Table 4 shows the variables that affected the respondents' decision to enroll in BSED English. Parental influence is the respondents' most common explanation, accounting for 26 or 54.2%. Parental influence can result from various reasons, including



parental expectations, goals, and ideas about the importance of education. Because of the perceived stability, prospects for progress, or personal interest in the subject matter, parents may have encouraged their children to seek a career in education, particularly in the English profession. Their encouragement and assistance were crucial in persuading respondents to pursue and complete the BSED English program. Peer influence was indicated as the second most common cause by 17 respondents (35.4%). Peers like friends or classmates can substantially impact an individual's job choices. Peers' influence in this example could have resulted from discussions about job opportunities, shared interests in teaching or English, or observations of their peers' experiences and positive impressions of the BSED English program.

Furthermore, 17 respondents, or 31.3%, identified their high school grades as a deciding factor in enrolling in BSED English. High school grades can assess academic performance and reveal an individual's aptitude and enthusiasm for English. Respondents with high school grades may have been driven to continue studying and pursue a profession in English because of their previous achievements and interest in the subject.

Transition to Employment

This transition involves hiring people for short-term positions to prepare them for long-term work. Individuals who are jobless or unemployed require assistance re-entering the workplace and are provided transitional employment.

Table 5

Respondents' Employment Status

Table with 4 columns: No., Indicators, Frequency, Percentage. Rows include Yes (41, 85.4%), No (7, 14.6%), Never employed (0), and Overall (48, 100.0%).

Table 5 shows the job status of the respondents. Graduates who are employed often make up a higher percentage than jobless graduates. 41 or 85.4% of respondents to the study said they were used, while 7 or 14.6% said they were still looking for work. It is important to note that, as of March 2023, according to the Labor Force Survey done by the Philippine Statistics Agency (PSA), the total employment rate for graduates is lower than the country's overall employment rate, which is 95.3%. It is also crucial to recognize that some non-LEPT passers have passed the Civil Service Exam or have chosen alternate career paths instead of teaching.

Table 6

Respondents' Reasons for Unemployment

Table with 4 columns: No., Indicators, Frequency, Percentage. Rows include Advance or further Study (2, 4.2%), The family was concerned and decided not to find a job (2, 4.2%), Health-related reason (s) (0, 0%), Lack of work experience (0, 0%), No job opportunity (1, 2.1%), Did not look for a job (1, 2.1%), Others (1, 2.1%), and Overall (7, 14.6%).



Table 6 illustrates why seven respondents, or 14.6% of those polled, are currently unemployed. In contrast, two respondents, accounting for 4.2% each, mentioned advanced or further studies, family concerns, and a decision not to look for work as explanations.

These individuals' pursuit of higher education or specialization in a specific profession might be linked to the reason for advanced or further study. They may have opted to further their education, such as by earning a master's degree or a postgraduate program, to expand their knowledge and skills. They hope to better their long-term job prospects and raise their chances of attaining higher-level positions or specialized responsibilities by investing in additional education.

On the other hand, family concerns and the decision not to look for work show that these individuals have prioritized family duties or made a personal decision not to seek employment at the moment actively. Taking care of children, supporting aging parents, or resolving other familial commitments that take precedence over seeking immediate work are examples of family concerns. Furthermore, some people may have consciously opted to stop looking for jobs for personal reasons, such as taking time off to travel, work on personal projects, or rethink their career aspirations.

Table 7

Respondents' Present Job Status

No.	Indicators	Frequency	Percentage
1.	Regular/Permanent	16	37.1
2.	Temporary	6	14
3.	Casual	3	7
4.	Contractual	11	25.6
5.	Self-employed	5	16.3
	Overall	41	100.0

Table 7 shows the respondents' employment status. This demonstrates that the plurality, 16 respondents (37.1%), are employed full-time. This indicates that these individuals have found solid, long-term employment, usually with well-established organizations or institutions. Their permanent work might be attributed to their qualifications, abilities, and successful job searches, which resulted in the acquisition of permanent job contracts. Furthermore, seven respondents, or 16.3%, are self-employed. This means they have opted to start their enterprises or operate as freelancers, offering their services on their own. Self-employment might be motivated by various causes, including entrepreneurial ambitions, a need for flexible working hours, or a desire for greater financial independence.

Furthermore, 11 respondents (25.6%) are employed under contract. This implies that they have found work through fixed-term contracts with specific organizations or businesses. Contract-based employment frequently provides job stability for the contract's life, allowing workers to gain valuable work experience or complete project-based jobs. Furthermore, six respondents, or 14%, are working temporarily. Temporary employment often describes short-term occupations that fill in for absences, seasonal labor, or project-based assignments. Temporary employment could meet acute personnel shortages or deal with business workload fluctuations. Finally, three respondents, or 7% of the total, work on the side. The simple job usually entails irregular hours or intermittent work arrangements. These workers may work as needed, with flexible hours and workloads



determined by the demands of the task or business. It is important to remember that these employment statuses reflect the respondents' circumstances during data collection and may change over time.

The data in Table 8 indicates that 13 or 33.3% of the respondents had previous job experience before their current position. This could be attributed to several reasons. Firstly, these individuals may have pursued internships or part-time jobs during their education, allowing them to gain relevant work experience before securing their current employment. Secondly, some respondents may have changed careers or industries, necessitating prior job experience to transition smoothly into their present roles. Additionally, certain professions or sectors may require specific qualifications or training, leading individuals to acquire prior work experience before being hired.

Table 8

Respondents' Present Job Status as their First Job

Conversely, the data also reveals that 28 or 66.7% of the respondents directly

No.	Indicators	Frequency	Percentage
1.	Yes	28	66.7
2.	No	13	33.3
	Overall	41	100.0

obtained their recent jobs without prior employment experience. This might be due to various factors. For instance, these respondents could be fresh graduates or individuals who entered the workforce for the first time without gaining previous job experience. Furthermore, particular industries or entry-level positions may prioritize hiring candidates with minimal or no prior experience, providing opportunities for individuals to gain practical skills and knowledge. Additionally, some respondents may have acquired their current positions through personal connections or networking, bypassing the need for prior work experience.

Job Satisfaction

Job satisfaction generally describes how people feel about their occupations. It is a person's level of satisfaction and well-being regarding their performance in the workplace and its surroundings. Job satisfaction may be an excellent predictor of workplace productivity.

Table 9

Relevance Of The Respondents' Present Job to the Course They Took in College

No.	Indicators	Frequency	Percentage
1.	Yes	32	68.1
2.	No	9	31.9
	Overall	41	100.0

Table 9 shows the percentage reflecting how closely the respondents' present jobs match their academic path in college. Despite having a high employment rate (85.4%), graduates said that 22 or 68.8% felt that their current work was related to their undergraduate degree, and 9, or 31.3%, did not. This circumstance could result from people accepting professions unrelated to their college degrees due to a need for employment.



Table 10

Respondents' Length of Stay in their First Job

No.	Indicators	Frequency	Percentage
1.	Less than a month	2	4.9
2.	1-6 months	5	12.2
3.	7 to 11 months	5	12.2
4.	One year to less than two years	7	17.1
5.	Two years to less than three years	4	9.8
6.	Three years to less than four years	13	34.1
	Others	4	9.8
	Overall	41	100.0

Table 10 depicts the length of time graduates stayed in their first job. Notably, 13 respondents (34.1%) reported staying in their first job for three to four years. This shows that a sizable proportion of respondents experienced stability and work satisfaction in their first jobs, prompting them to stay in those positions for an extended period. Reasons for remaining in their first job for three to four years include career advancement chances, job security, or a friendly working environment. Following that, seven respondents (17.1% of the total) stayed in their first job for one to less than two years. This shortened duration could be ascribed to a variety of things. Some people may have used their first job as a stepping stone or an entry-level role to gather experience before moving on to higher-level positions. Others may have encountered factors such as limited growth opportunities, discontent with the profession, or the need to explore various career pathways, prompting them to change jobs quickly. Furthermore, five respondents (12.2%) stayed in their first job for one to six months. This shows that these people had relatively short tenures in their first jobs. The reasons for this range from discontent with the work environment to a mismatch between job expectations and reality, or the possibility of exploring more proper positions that occurred soon after graduation. Finally, four respondents (9.8%) stayed in their first job for seven to eleven months, and others. Like those in the last category, individuals in this category had relatively brief initial job periods. Their shorter tenures could be attributed to issues such as work discontent, limited growth prospects, or the availability of better-suited employment, which caused them to migrate to new responsibilities in a relatively short period.

Table 11

Time Interval between Graduation and Becoming an Employee

No.	Indicators	Frequency	Percentage
1.	Less than a month	21	50
2.	1-6 months	15	38.1
3.	7 to 11 months	1	2.4
4.	One year to less than two years	2	4.8
5.	Two years to less than three years	1	2.4
6.	Three years to less than four years	1	2.4
	Overall	41	100.0

Table 11 shows how long respondents had to find their first job following college. Surprisingly, 21 respondents (50 percent of those polled) reported obtaining work within one month of graduation. For half of the respondents, this indicates a reasonably swift



transition from graduation to the job. The short time it took to find work could be ascribed to various factors, including aggressive job search activities, favorable market conditions, strong networking contacts, or a high demand for graduates in their field of study. Furthermore, 15 respondents (38.1%) claimed it took them one to six months to find work after graduation. This shows that many respondents found work quite quickly after finishing their studies. Effective job search techniques, focused applications, involvement in job fairs or recruiting events, or a mix of qualifications and abilities that aligned well with current job possibilities could all be causes for this.

Table 12

How respondents were able to find employment

No.	Indicators	Frequency	Percentage
1.	Response to an advertisement	1	2.4
2.	As walk-in applicant	13	33.3
3.	Recommended by someone	19	45.2
4.	Information with friends	3	7.1
5.	Arrange by the school's placement officer	2	4.8
6.	Family Business	1	2.4
7.	Job Fair or Public Employment Service Office (PESO)	2	4.8
	Overall	41	100.0

Table 12 shows the frequency and percentage of respondents who acquired their first employment following graduation. Notably, 19 or 45.2% of respondents said they got work through a referral from someone they know. Furthermore, 13 or 33.3% of respondents demonstrated their talents as walk-in candidates. The researchers hypothesize that one's network within the profession, or actively searching out schools needing instructors, influences one's chances of being employed promptly after graduation.

The Impact of SCC on Respondents' Personal and Professional Development

Based on the information, the tracer study conducted on BSED graduates majoring in English indicates a positive perception and high ratings across various aspects of the academic profession.

Table 13

The Contribution of SCC to Respondents' Personal and Professional Growth

No.	Indicators	Mean	SD	Interpretation
1	Academic Profession	213	4.44	Good
2	Research Capability	192	4.09	Good
3	Communication Skills	212	4.42	Good
4	Problem-Solving Skills	186	4.23	Good
5	Information Technology Skills	199	4.17	Good
6	Exposure to Local Community	201	4.29	Good
7	Critical Thinking Skills	212	4.42	Excellent
8	SCC Values Formation	221	4.60	Excellent
9	Achieving Excellence	217	4.52	Excellent
10	Cultivating Peaceful Environment	220	4.58	Good
11	Taking Care of Mother Earth	216	4.50	Excellent
12	Serving Humanity	218	4.5	Good
	Overall	208.9	4.4	Good

Hypothetical Mean Range: 1.00 –1.50 – Very Poor; 1.51 – 2.50 – Poor; 2.51–3.50–Average; 3.51–4.50– Good; and 4.51 – 5.00 – Excellent.



The respondents rated research capability, problem-solving skills, information technology proficiency, Exposure to the local community, critical thinking skills, and taking care of Mother Earth as good, showcasing their confidence and competence in these areas. Additionally, the graduates demonstrated excellent values formation in spirituality, character, and citizenship (SCC), achieving Excellence, cultivating a peaceful environment, and serving Humanity. This reflects their strong commitment to ethical values, continuous improvement, harmonious surroundings, and positive societal impact. The study suggests that BSED graduates possess the necessary skills, knowledge, and values to excel academically. They exhibit proficiency in research, problem-solving, critical thinking, information technology, and community engagement while demonstrating a solid dedication to ethical values, Excellence, peace, and service to Humanity.

Recommendations are given by the BSED English graduates for developing the BSED program.

Institution

‘Enhance course outlines and provide more full-time instructors.’- A1

The participants suggested revamping the course review because this will be influenced by college course ratings and student assessments, which will reflect the school. Students want to have faith in their teachers and be confident that their education will be worthwhile.

Teachers

Hired Teachers/Educators who can truly help students unleash their capabilities. Do not just settle for someone who has connections.’- A2

The participants suggested hiring instructors who align with their pedagogy course since students feel inspired and motivated when learning about new subjects and networking with experts in their industry. Listening to someone can help students learn more about their job or how things operate.

BSED English Graduates

‘BSED English curriculum is way better compared to others.’-A3

The participants encouraged all students and graduates to take the Licensure Examination since this examination evaluates the depth of knowledge attained by graduates of educational institutions. As soon as they finish their degree, they are all encouraged to take the exam because, as the results show, the majority of the passers are first takers, so this would be an advantage for the school continuously to lift the courage of the BSED English graduates so that the passing rate will increase more in coming years.

Because of its institutional framework, Saint Columban College has been able to generate high-quality English instructors; most of them have licenses, especially LEPT passers. Hiring experienced teachers was one of the key recommendations made by the school's former English graduates, even if some of the proposals concentrated more on



improving the instructors. Additionally, many LEPT passes are first-timers, which might enhance the institution's reputation.

CONCLUSION

The study's findings include the following: according to the demographic profile of BSED English graduates from 2016 to 2021, most respondents are between the ages of 21 and 24, single, and most of them are women and members of the LGBTQ Community with bachelor's degrees. Communication skill is the most preferred ability, according to the 48 respondents, with an average rate of 50% who used this skill in their professions and considered it the most relevant. Regarding the respondents' employment profiles, it can be concluded that a high percentage of the respondents, 85.4%, are employed, while 14.6% considered that they were still looking for work. Lastly, the database generated from the respondents will provide sufficient information to quickly contact these BSED English graduates and serve as references for the department and the college's alumni directory. The database created by the responders will also serve as a resource for the department and the college's alumni directory. It will give enough information to make contacting these BSED English graduates simple.

RECOMMENDATIONS

The researchers have made the following suggestions based on their findings after weeks of collecting data and responses:

1. Improve the course review because this will be influenced by college course ratings and student assessments, reflecting the school. Students want to have faith in their teachers and be confident that their education will be worthwhile.
2. Conduct more seminars and workshops for teachers that align with the pedagogy course, since students feel inspired and motivated when learning about new subjects and networking with experts in their industry. Listening to someone speak at a seminar or workshop can help students learn more about their job or how things operate.
3. The teachers and administrators should encourage all students and graduates to take the Licensure Examination since this examination evaluates the depth of knowledge attained by graduates of educational institutions. As soon as they finish their degree, they are all encouraged to take the exam because, as the results show, the majority of the passers are first takers, so this would be an advantage for the school to permanently lift the courage of the BSED English graduates so that the passing rate will increase more in coming years.
4. Future researchers should explore opportunities to establish stronger ties with professionals in the education field. Collaborating with experienced educators and experts can bring valuable insights and real-world perspectives into the pedagogy course. Guest lectures, mentorship programs, and partnerships with schools or organizations can give students practical knowledge and enhance their understanding of the profession.
5. Future researchers should advocate for implementing a robust career guidance program within the department. This program should provide students with



guidance and support in making informed career decisions, exploring job prospects, and developing the necessary skills for their desired career paths. It should include career counseling, resume-building workshops, mock interviews, and networking events to prepare students for the transition to the workforce.

REFERENCES

- Abela, R. P., Cuadra, L. J., & Sapan, M. J. M. (2015). A tracer study of BEED and BSED graduates of the Visayas State University, Philippines. *J.P.A.I.R. Institutional Research Journal*, 5(1), 91-109. <https://philair.ph/index.php/irj/article/view/347>
- Ali, M. S., & Jalal, H. (2018). Higher education as a predictor of employment: The world of work perspective. *Bulletin of Education and Research*, 40(2), 79-90. <https://files.eric.ed.gov/fulltext/EJ1209685.pdf>
- Aquino, A. B., Punongbayan, E. J., Macalaguim, L. P., Bauyon, S. M., Rodriquez, R. A., Jr, & Quezon, G. R. (2015). Teacher education graduate tracer study from 2010 to 2014 in a state university in Batangas, Philippines. *Asian Pacific Journal of Multidisciplinary Research*, 3(5), 45-50.
- Badiru, E. O., & Wahome, M. (2016). Conducting graduate tracer studies for quality assurance in East African Universities: A focus on graduate students' voices on quality culture. *Journal of Education and Practice*, 7(60), 174-181. <https://files.eric.ed.gov/fulltext/EJ1092473.pdf>
- Bihag-boholano, H. (2012). Employability of teacher education graduates of an Asian public university. *J.P.A.I.R. Multidisciplinary Research Journal*, 9(1), 106-121. https://www.researchgate.net/publication/290532528_Employability_of_Teacher_Education_Graduates_of_an_Asian_Public_University
- Bok, D. (2017, September 21). Improving the quality of education. *Inside Higher Ed*.
- Caingcoy, M. E., & Barroso, D. A. (2020). Cross-sectional inquiry on employability and employment status of Bachelor of Secondary Education graduates (2016-2018): A tracer study. *East African Scholars Multidisciplinary Bulletin*, 3(10), 9-16. https://www.researchgate.net/publication/347901333_Cross-Sectional_Inquiry_on_Employability_and_Employment_Status_of_Bachelor_of_Secondary_Education_Graduates_2016-2018_A_Tracer_Study
- Cañizares, M. J. F. (2015). Tracing University of San Carlos' science and mathematics education graduates: How well are we developing teacher professionals? *International Journal of Research Studies in Education*, 4(2), 69-86. https://www.researchgate.net/publication/273188748_Tracing_University_of_San_Carlos'_science_and_mathematics_education_graduates_How_well_are_we_in_developing_teacher_professionals
- Coman, C., Tiru, L. G., Mesesan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability*, 12(24), 10367. https://www.researchgate.net/publication/347622582_Online_Teaching_and_Lear



ning_in_Higher_Education_during_the_Coronavirus_Pandemic_Students'_Perspective

- Cornillez Jr., E. E. C., Caminoc, S. R. T., Basas, B. R., Militante Jr., B. T., & Paler, R. R. (2021). Tracer study of teacher education graduates of the Eastern Visayas State University-Tanauan Campus, Philippines. *European Journal of Education and Pedagogy*, 2(3), 186-193. <https://www.ej-edu.org/index.php/ejedu/article/view/143>
- Daguplo, M. S., Capili, P. L. G., Estrella, A. R. C., & Bano, A. L. (2019). Tracking the Employment and Employability Characteristics of the Graduates of the College of Teacher Education. *Asia Pacific Journal of Multidisciplinary Research*, 7(2), 67–74. https://www.researchgate.net/publication/340077923_Tracking_the_Employment_and_Employability_Characteristics_of_the_Graduates_of_the_College_of_Teacher_Education
- Gines, A. C. (2014). Tracer study of P.N.U. Graduates. *American International Journal of Contemporary Research*, 4(3), 81–98. https://www.ajjcrnet.com/journals/Vol_4_No_3_March_2014/10.pdf
- Iqbal, M., & Arif, M. I. (2011). Globalization and paradigm changes in teacher education: Revolutionizing teaching-learning process at school level in Paki-stan. *International Education Studies*, 4(4), 99-110. <https://files.eric.ed.gov/fulltext/EJ1066558.pdf>
- Kankaew, K., Alanya-Beltran, J., Khamidullina, Z., Magulod, G. C., Jr, Capulso, L. B., Cabacang, G. S., Anh, V. T., Vela, L. A. P., & Pentang, J. T. (2021). Immediate program learning outcomes of information technology candidates and their introspections towards I.T. education relevance and global competence initiatives, psychology, and education. *Psychology and Education*, 58(2), 5417-5427.
- National Commission for Further and Higher Education. (2016). Graduate tracer study. National Commission for Further and Higher Education, Malta.
- Oboza, J. V. (2017). A tracer study of the first batch of teacher education graduates of Pangasinan State University, Alaminos City Campus. *Southeast Asian Journal of Science and Technology*, 2(1), 66–73. <https://www.sajst.org/online/index.php/sajst/article/view/26>
- Rojas, T. T., & Rojas, R. C. (2016). College of Education graduate tracer study (G.T.S.): Boon or Bane? *European Scientific Journal*, 12(16), 63-78. <https://ejournal.org/index.php/esj/article/view/7568>
- Reusia, D. H. R., Rogayan, D. V. Jr., & Andres, K. P. (2020). Science education graduates of a state university from 2008-2018: A tracer study. *The Normal Lights*, 14(1), 56-79. <https://po.pnuresearchportal.org/ejournal/index.php/normallights/article/view/1496>
- Schomburg, H. (2003). Handbook for graduate tracer studies. International Centre for Higher Education Research, University of Kassel, Germany.



- Schomburg, H. (2016). Carrying out tracer studies: Guide to anticipating and matching skills and jobs (Vol. 6). European Training Foundation/European Centre for the Development of Vocational Training/International Labor Office. <https://www.etf.europa.eu/en/publications-and-resources/publications/carrying-out-tracer-studies-guide-anticipating-and-matching>
- Suarez, A., & Catubig, D. (2021). Saint Columban College Bachelor of Elementary Education Graduates Tracer Study. *editorial board*, 121. <https://bit.ly/3C9miYO>
- Suarez, C. (1994). A follow-up study of the alumni of the University of San Carlos Graduate School.
- Tutor, M. V., Orbeta, A. C., Jr, & Mirafior, J. M. (2019). The 4th Philippine graduate tracer study: Examining higher education as the pathway to employment, citizenship, and life satisfaction from the learner's perspective. Philippine Institute for Development Studies. <https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdps1926.pdf>
- Ulanday, M. L. P. (2021). Tracer study and employability skills acquisition of teacher education graduates. *Psychology and Education*, 58(4), 1678-16. https://www.researchgate.net/publication/351269013_Tracer_Study_and_Employability_Skills_Acquisition_of_Teacher_Education_Graduat



Panagdait Journal of Learning, Culture, and Educational Trends

ISSN: 2961-3493 (Online) ISSN 2782-9316 (Print)

Volume 4, Issue 1 March 2025