

Employment Status of College of Teacher Education Graduates: Basis for an enhanced Teacher Training Program

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Abstract

One critical measure of success in workplaces is an employee's ability to use competently the knowledge, skills and values that match the needs of his job, satisfy the demands of his employer, and contribute to the overall achievement of institutional goals.

This study shows the Employment Status of College of Teacher Education Graduates from batch 2017, 2018 and 2019, there were a total of 1276 respondents representing the groups of employed, unemployed and not tracked. The response will serve as basis for an enhancement teacher training program and revision/modification/improvement of the existing program of the college of teacher education, , it sought to answer the following evaluation questionnaire (1) Current Employment Status; (a) Employed (b) Presently not employed but seeking for work (c) Reason (s) for staying on the job (d) Reasons for changing job (e) Never employed (2) Jobseekers Experiences (a) What strategies you've made in finding job? (b) What are the difficulties you experience in looking/searching for a job? (c) After you were able to find a vacancy, what are the possible reasons why you did not get the job? (3) Enhancement of Teacher Training Program. The questionnaire was used in the survey questions. The statistical treatment used was open ended.

Based on the gathered data of this study, the findings of this study were the following: (1) Current Employment Status. The accumulated percent of the current employment status in terms of Employed was 75.91% with verbal interpretation *Agree*, 24.09% was *Disagree* and 0% was *Neutral*. The accumulated percent of the current employment status in terms of presently not employed but seeking for work was 75.68% with verbal interpretation *Agree*, 22.98% was *Disagree* and 0.53% was *Neutral*. The accumulated percent of the current employment status in terms of Reasons for changing job was 67.3% with verbal interpretation *Agree*, 8.85% was *Disagree* and 17.09% was *Neutral*. The accumulated percent of the current employment status in terms of Reasons for changing job was 54.7 3% with verbal interpretation *Agree*, 3.23% was *Disagree* and 13.95% was *Neutral*. The accumulated percent of the current employment status in terms of never employed was 26.65% with verbal interpretation *Agree*, 59.25% was *Disagree* and 14.11% was *Neutral*. (2) Jobseekers Experiences. The accumulated percent of the jobseekers experiences in terms of what strategies you've made in finding job? Was 51.98% with verbal interpretation *Agree*, 38.31% was *Disagree* and 14.89% was *Neutral*. The accumulated percent of the jobseekers experiences in terms of what are the difficulties you experience in looking/searching for a job? Was 54% with verbal interpretation *Agree*, 27.44% was *Disagree* and 16.61% was *Neutral*. The accumulated percent of the jobseekers experiences in terms of after you were able to find a vacancy, what are the possible reasons why you did not get the job was 48.71% with verbal interpretation *Agree*, 32.28 was *Disagree* and 19.05% was *Neutral*. (3) Enhancement of Teacher Training Program. The accumulated percent of the enhancement of teacher training program was 44.82% with verbal interpretation *Agree*, 50.24% was *Disagree* and 4.95% was *Neutral*.

In the Figure shows the employment status of college of teacher education in the year of 2017 with the total number of 528 graduate students and total number of traced employed was 476 or 94% of the total number, those not tracked was 52 or 6% of the total number. College of Teacher Education the year of 2018 total number of graduates was 428 students total number of traced employed 413 or 86.63% total number of

traced unemployed was 2 or 3.17% and total number not tracked was 13 or 6.48%. College of Teacher Education the year of 2019 total number of graduates was 320 students total number traced employed was 97 or 25.03% total number of traced unemployed was 30 or 14.71% and total number of not tracked was 193 or 61.08%.

Keywords: Employability, Employment Profile, CTE graduates, College of Teacher Education

IMPORTANCE OF THE PROBLEM

The Employment Status of College of Teacher Education Graduates from batch 2017, 2018 and 2019, the response will serve as basis for an enhancement teacher training program and revision/modification/improvement of the existing program of the college of teacher education.

1. Current Employment Status
 - a. Employed
 - b. Presently not employed but seeking for work
 - c. Reason (s) for staying on the job
 - d. Reasons for changing job
 - e. Never employed
2. Jobseekers Experiences
 - a. What strategies you've made in finding job?
 - b. What are the difficulties you experience in looking/searching for a job?
 - c. After you were able to find a vacancy, what are the possible reasons why you did not get the job?
3. Enhancement of Teacher Training Program

LITERATURE

In the study conducted by Lalican (2007) she emphasized that the acquisition of knowledge in the undergraduate specialization skills and competence will also promote productivity, efficiency and expertise in the graduate present job.

On the number employed and unemployed (Deistro, 2013) most of the graduates are employed on the course they finished while those who did not land a job mentioned the following reasons; busy as a housewives and pursue to higher studies (Masteral and Doctoral).

Sawyer (2008) mentioned that tracer studies as surveys of graduates from institution of higher education are often seen as a important tool of institutional development especially when the world of work condition, and their respective assessment of their course of circular debates and could also be interesting for the current or later students.

Manalo(2010) emphasized in this article ‘ Enhancing the Value of Public Education’ that the area are a dozen good reasons for a school to track its alumni and stay in regular contact with them. Colleges and universities both public and private have been tracking alumni for many years. Private schools do as well. He observed that many public schools are all about following their graduate sand he marked this as “golden opportunity wasted”.

The above mentioned literature are related to the present study because one of the objectives of the study is to trace the doctoral graduates if they are employable.

In Indonesia, contrary to what is happenig in developed countries, academic efforts connected to the interdependence of higher education where the workplace have not been paid significant attention. On the other hand, the competency of university graduates is experiencing a shift towards a greater awareness on the importance of generic and manegerial competencies, besides specific and technical competencies.

Tracer study is currently incorporated as part of higher education accreditation system in Indonesia and thus has beeb recently prioritized as important activity of higher education institution. Tracer study is an important indicator of quality university management. The objectives of the tracer study were to obtain information on alumni characteristics, their current activities, employment and work, and labor market signal. The study also analyzed tracer study situation in

Indonesia Universities.

Angelo (2005) stated that in assessing the institutional system can help individual focus their collectives attention, examine their assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

It is true that to examine the effectiveness of the programs through assessing the learning quality as well as learned skills applied in their present profession is remarkable.

Schomburg (2005) claimed that the overall job satisfaction of the graduates is with the professional situation with different characteristics of employment and the extent of the use of the acquired knowledge and skills added aspect of effectiveness in responding to the changing world of work.

Raquesa D. Macaraub, "Employment Motivation of Selected Media Fractitioners. In Legaspi City the study showed that respondents were motivated to work due to good relationship with their office mates, media practitioners are the lowest paid workers and are exploited, some are not receiving regular salary only allowance or talent fee, and are required to solicit advertisement for their salary.

Carreras and Durante (2007) tracer's study aimed to find out the employability of Secondary Teacher Education (BSED) programs graduates of the Camarines Sur Polytechnic College in terms of their acquired competencies. Results showed that most of the graduates are from outside Naga City, they are pursuing their master degree and LET passers. They are also active in church related and other community activities. As to employment, some of them, are fully employed in locally, nationally funded agencies or overseas; enjoy permanent status. Graduates as well as the employees agree that they manifest skills in problem solving and decision making communication interaction, professional demeanor and leadership also among the professional competencies, personal qualities was the most manifested followed by relationship with others, then technological adaptability.

The presents research is varies in scope compared with the above related study. The objectives of the presents study is to determined the personal and professional status of doctor of education students and their professional fulfillment.

According to Yoke and Knight (2004) it is true that employability is seen to be influenced, on students' self efficacy beliefs, student's self-theories and personal qualities. They said that the extent to which students feel that they can make a difference. It is importantly, to include a wider range attributes required to be successful within employment but also includes that attributes required to manage one's career development in ways that will sustain one's employability.

According to Nabi (2003) employability is about graduates possessing an appropriate level of skills and attributes, and being able to use them to gain and remain in appropriate employment. Employability is a promise to employees that they will have the skills to find new jobs quickly if their jobs and unexpectedly (Baruch, 2001). Prior to this, Harvey (2001) has defined employability in various ways from individual and institutional perspectives. Individual employability is defined as graduates being able to demonstrate the attributes to obtain jobs.

INTRODUCTION

The best quality education for the holistic development of future teachers in the elementary and secondary levels. Its primary concern as a teacher education institution is the preparation of globally competitive teachers and are imbued with 21st century skills and values relevant to the needs of the times. Its focus on quality and excellence is reflected in its vision, goals, curricular and instructional practices, learning resources provided, management scheme and in its program, and outcomes assessment systems.

In achieving the goals of higher education, all actions are geared towards strengthening the higher education system to enhance its capability to perform its fundamental role in nation building, and respond to global development and challenges.

One of the requirement for quality education in higher education is the consideration of different perspectives to assure quality of teaching and learning. In this viewpoint, tracer study of the employability of Graduates 2016 was conducted.

Tracer study are important as a way of understanding the relevance and quality of programs offered by the Universities as well as the industries and/or labor market (Obando and Shisanya, 2013). A need for practical and real evidence concerning the professional relevance of Higher Education Institutions (HEIs) study programs using graduate tracer studies. HEIs require tracer studies for accreditation of curricular offerings and/or programs offered by the University as well as for SUC leveling purposes. Higher Education Institutions are interested in feedback from their graduates on the quality of education they received during their schooling.

Since LSPU people are committed with continual improvement providing quality, efficient services to the students and other stakeholders with highest level of satisfaction, this tracer is very significant. An author Ron Lewis (brainy quote, 2001) once mentioned that, "ensuring quality higher education is one of the most important things we can do for future

generations". This is the very reason why this tracer study is made to find out how far is LSPU in providing quality education to the stakeholders. Moreover, find out that if the graduates of all campuses have significant difference in terms of employability percentage for the recent years (2013-2016). The result of this employability assessment/evaluation would help and benefit the following:

Providing quality education to students is the mission of every institution. It is the aspiration of every individual to get the best learning they can have in an educational institution that will hone individual's skills and unleash the talents and potentials within. Evaluating services provided by an institution is customarily measured in terms of employability of graduates.

Employability of graduates is a major success indicator of curriculum effectiveness (Lopena G. 2012). It is also a determinant how effective and efficient the instruction, knowledge, and development given to the students. What to improve in the room of education could be determined through an organized procedure of assessing its services and programs such as the conduct of tracer studies and/or employability of graduates of an institution (Anayoc, R. 2014).

To the Filipinos, knowledge is acquired through education. It is generally agreed that education can be obtained inside and outside schools. Thus, the higher a person achieve on the formal educational ladder, the more he/she attains knowledge and expectedly acquires more employment opportunities. The importance of education is basically for two reasons. The first is that the training of a human mind is not complete without education. Education makes a man right thinker. It tells man how to think and make decisions. The second reason for the importance of education is that only through the attainment of education; man is enabled to receive information from the external world; acquaint him with past history and receive all necessary information regarding the present. Laguna State Polytechnic University is one of the universities in the Philippines that caters people from all walks of life. Students who are inclined in technology, fishery, agriculture and education are the main target of the institution. Its mission is to provide quality education through responsive instruction, distinctive research and sustainable extension and production services for the improvement of the quality of life of the stakeholders towards nation-building. Thus, this university hopes to be the center of sustainable development, transforming live and communities. In support to this aspiration, LSPU Campuses are in consonance with the vision and mission of the university, that's why this study on employability status of the graduates was conducted. Without education, man is through in a closed room and with education he finds himself in prospective employees to be well educated. They require expertise. So, education becomes an eligibility criterion form employment into any sector of the industry. We are rewarded for exercising expertise required

METHODOLOGY

Employment Status in College of Teacher Education the year of 2017 total number of graduates was 528 students total number of traced employed was 476 or 94% and total number of not tracked was 52 or 6%. College of Teacher Education the year of 2018 total number of graduates was 428 students total number of traced employed 413 or 86.63% total number of traced unemployed was 2 or 3.17% and total number not tracked was 13 or 6.48%. College of Teacher Education the year of 2019 total number of graduates was 320 students total number traced employed was 97 or 25.03% total number of traced unemployed was 30 or 14.71% and total number of not tracked was 193 or 61.08%.

Data for the number of graduates by degree and by batch were obtained from the registrar's office while data for the traced graduates were gathered by the alumni affairs office through the use of the a graduate tracer form, social media, phone calls and personal interviews.

RESULT AND DISCUSSION

Employment Status of College of Teacher Education Graduates from batch 2017, 2018 and 2019

Frequency distribution number of Employed, Unemployed and Not Tracked in College of Teacher Education from batch 2017.

Bachelor of Industrial Education major in Drafting Technology total number of graduates was 1 student and total number of traced employed was 1 or 100%. Bachelor of Industrial Education major in Home Economics total number of graduates was 26 students and total number of traced employed was 21 or 80.77% and total number of not tracked was 5 or 19.23%. Bachelor of Industrial Education major in Industrial Arts total number of graduates was 5 students and total number of traced employed was 5 or 100%. Bachelor of Secondary Education major in Bio Science total number of graduates was 20 students and total number of traced employed was 16 or 80% and total numbers of not traced was 4 or 20%. Bachelor of Secondary Education major in English total number of graduates was 56 students and

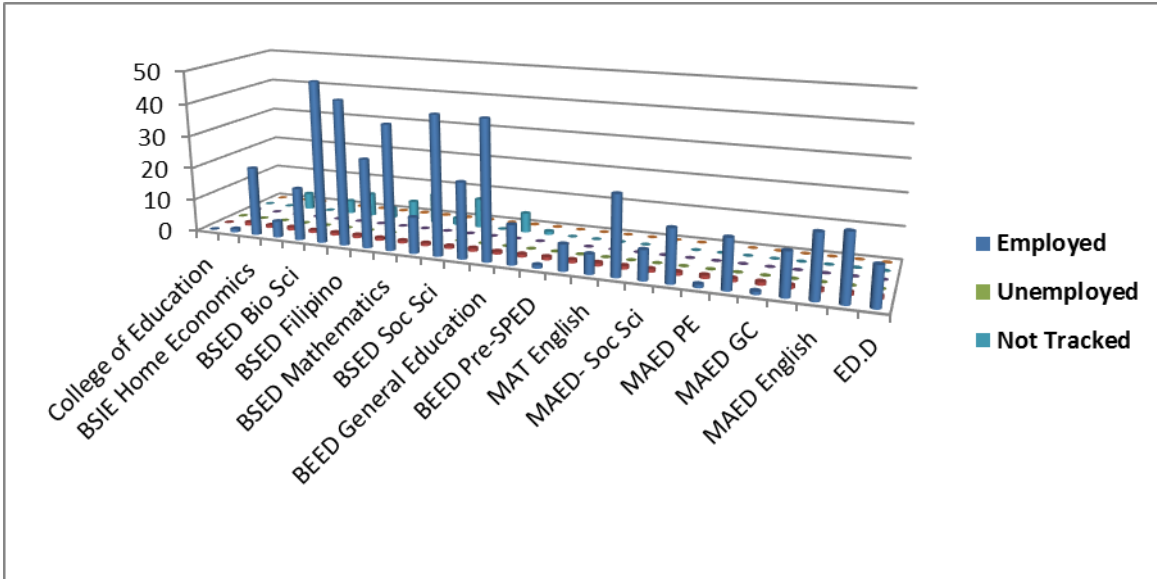
total number of traced employed was 49 or 87.5% and total number of not tracked was 7 or 12.5%. Bachelor of Secondary Education major in Filipino total number of graduates was 47 students and total number of traced employed was 44 or 93.62% and total number of not traced was 3 or 6.38%. Bachelor of Secondary Education major in MAPEH total number of graduates was 33 students and total number of traced employed was 27 or 81.82% and total number of not traced was 6 or 18.18%. Bachelor of Secondary Education major in Mathematics total number of graduates was 47 students and total number of traced employed was 38 or 80.85% and total number of not traced was 9 or 19.15%. Bachelor of Secondary Education major in Physical Science total number of graduates was 13 students and total number of traced employed was 11 or 84.62% and total number of not traced was 2 or 15.38%. Bachelor of Secondary Education major in Social Science total number of graduates was 51 students and total number of traced employed was 42 or 82.35% and total number of not traced was 9 or 17.65%. Bachelor of Secondary Education major in TLE total number of graduates was 23 students and total number of traced employed was 23 or 100%. Bachelor of Elementary Education major in General Education total number of graduates was 48 students and total number of traced employed was 42 or 87.5% and total number of not traced was 6 or 12.5%. Bachelor of Elementary Education major in Pre-Elem. Education total number of graduates was 13 students and total number of traced employed was 12 or 93.31% and total number of not traced was 1 or 12%. Bachelor of Elementary Education major in SPED total number of graduate was 1 student and total number of traced employed was 1 or 100%. Certificate in Teaching Proficiency total number of graduates was 8 students and total number of traced employed was 8 or 100%. Master Teacher major in English total number of graduates was 6 students and total number of traced employed was 6 or 100%. Master of Education major in THE total number of graduates was 24 students and total number of traced employed was 24 or 100%. Master of Education major in Science Tech. total number of graduates was 16 students and total number of traced employed was 16 or 100%. Master of Education major in PE total number of graduate was 1 student and total number of traced employed was 1 or 100%. Master of Education major in Mathematics total number of graduates was 15 students and total number of traced employed was 15 or 100%. Master of Education major in GC total number of graduate was 1 student and total number of traced employed was 1 or 100%. Master of Education major in English total number of graduates was 13 students and total number of traced employed was 13 or 100%. Master of Education major in Educational Management total number of graduates was 20 students and total number of traced employed was 20 or 100%. Doctor of Education total number of graduates was 12 students and total number of traced employed was 12 or 100%.

Table 1. Frequency distribution number of Employed, Unemployed and Not Tracked in College of Teachers Education from batch 2017

1. 2. College of Teacher Education		3. Employed		4. Unemployed		5. Not Tracked	
		6. Total	7. Percentage	8. Total	9. Percentage	10. Total	11. Percentage
12. BSIE Technology	Drafting	13. 1	14. 100%	15. 0	16. 0	17. 0	18. 0
19. BSIE Home Economics		20. 21	21. 80.77%	22. 0	23. 0	24. 5	25. 19.23%
26. BSIE Industrial Arts		27. 5	28. 100%	29. 0	30. 0	31. 0	32. 0
33. BSED Bio Sci		34. 16	35. 80%	36. 0	37. 0	38. 4	39. 20%
40. BSED English		41. 49	42. 87.5%	43. 0	44. 0	45. 7	46. 12.5%
47. BSED Filipino		48. 44	49. 93.62%	50. 0	51. 0	52. 3	53. 6.38%

54. BSED MAPEH		55. 27	56. 81.82%	57. 0	58. 0	59. 6	60. 18.18%
61. BSED Mathematics		62. 38	63. 80.85%	64. 0	65. 0	66. 9	67. 19.15%
68. BSED Physci		69. 11	70. 84.62%	71. 0	72. 0	73. 2	74. 15.38%
75. BSED Soc Sci		76. 42	77. 82.35%	78. 0	79. 0	80. 9	81. 17.65%
82. BSED TLE		83. 23	84. 100%	85. 0	86. 0	87. 0	88. 0
89. BEED Education	General	90. 42	91. 87.5%	92. 0	93. 0	94. 6	95. 12.5%
96. BEED Education	Pre-Elem.	97. 12	98. 92.31%	99. 0	100. 0	101. 1	102. 12%
103. BEED Pre-SPED		104. 1	105. 100%	106. 0	107. 0	108. 0	109. 0
110. Certificate in Teaching Proficiency		111. 8	112. 100%	113. 0	114. 0	115. 0	116. 0
117. MAT English		118. 6	119. 100%	120. 0	121. 0	122. 0	123. 0
124. MAED- THE		125. 24	126. 100%	127. 0	128. 0	129. 0	130. 0
131. MAED- Soc Sci		132. 9	133. 100%	134. 0	135. 0	136. 0	137. 0
138. MAED- Sci Tech		139. 16	140. 100%	141. 0	142. 0	143. 0	144. 0
145. MAED PE		146. 1	147. 100%	148. 0	149. 0	150. 0	151. 0
152. MAED Math		153. 15	154. 100%	155. 0	156. 0	157. 0	158. 0
159. MAED GC		160. 1	161. 100%	162. 0	163. 0	164. 0	165. 0
166. MAED Filipino		167. 13	168. 100%	169. 0	170. 0	171. 0	172. 0

173. MAED English	174. 19	175. 100%	176. 0	177. 0	178. 0	179. 0
180. MAED Educational Management	181. 20	182. 100%	183. 0	184. 0	185. 0	186. 0
187. ED.D	188. 12	189. 100%	190. 0	191. 0	192. 0	193. 0
194. TOTAL	195. 476	196. 94%	197. 0	198. 0	199. 52	200. 6%



Employment Status of College of Teacher Education from Batch 2017

The figure shows total number of College of Teacher Education Graduates from the year of 2017 was 528 students.

Figure 1. Employment Status of College of Teacher Education from Batch 2017

Frequency distribution number of Employed, Unemployed and Not Tracked in College of Education from batch 2018

Bachelor of Industrial Education major in Home Economics total number of graduates was 1 student and total number of traced employed was 1 or 100%. Bachelor of Secondary Education major in Bio Science total number of graduates was 33 students and total number of traced employed was 28 or 84.85% and total numbers of not traced was 5 or 15.15%. Bachelor of Secondary Education major in English total number of graduates was 49 students and total number of traced employed was 45 or 91.83% and total number of not tracked was 5 or 15.15%. Bachelor of Secondary Education major in Filipino total number of graduates was 42 students and total number of traced employed was 42 or 100%. Bachelor of Secondary Education major in MAPEH total number of graduates was 35 students and total number of traced employed was 33 or 94.28% and total number of not traced was 2 or 5.71%. Bachelor of Secondary Education major in Mathematics

total number of graduates was 33 students and total number of traced employed was 32 or 92.97% and total number of not traced was 1 or 3.03%. Bachelor of Secondary Education major in Physical Science total number of graduates was 24 students and total number of traced employed was 22 or 84.62% and total number of not traced was 2 or 15.38%. Bachelor of Secondary Education major in Social Science total number of graduates was 36 students and total number of traced employed was 36 or 100%. Bachelor of Secondary Education major in TLE total number of graduates was 37 students and total number of traced employed was 37 or 100%. Bachelor of Elementary Education major in General Education total number of graduates was 41 students and total number of traced employed was 40 or 96.97% and total number of unemployed was 1 or 3.03%. Bachelor of Elementary Education major in Pre-Elem. Education total number of graduates was 32 students and total number of traced employed was 32 or 100%. Bachelor of Elementary Education major in SPED total number of graduates was 13 students and total number of traced employed was 13 or 100%. BTTE major in Civic Technology total number of graduates was 8 students and total number of traced employed was 8 or 100%. BTTE major Garments, Fashion and Design Technology total number of graduates was 19 students and total number of traced employed was 19 or 100%. BS major in English total number of graduate was 1 students and total number of traced employed was 13 or 100%.

Table 2. Frequency distribution number of Employed, Unemployed and Not Tracked in College of Teacher Education from batch 2018

201. 202. College of Teacher 203. Education	204. Employed		205. Unemployed		206. Not Tracked	
	207. Total	208. Percentage	209. Total	210. Percentage	211. Total	212. Percentage
213. BSIE Home Economics	214. 1	215. 0	216. 0	217. 0	218. 0	219. 0
220. BSED Bio Sci	221. 28	222. 84.85%	223. 0	224. 0	225. 5	226. 15.15%
227. BSED English	228. 45	229. 91.83%	230. 1	231. 2.04%	232. 3	233. 6.12%
234. BSED Filipino	235. 42	236. 100%	237. 0	238. 0	239. 0	240. 0
241. BSED MAPEH	242. 33	243. 94.28%	244. 0	245. 0	246. 2	247. 5.71%
248. BSED Mathematics	249. 32	250. 96.97%	251. 0	252. 0	253. 1	254. 3.03%
255. BSED Physci	256. 22	257. 84.62%	258. 0	259. 0	260. 2	261. 15.38%
262. BSED Soc Sci	263. 36	264. 100%	265. 0	266. 0	267. 0	268. 0
269. BSED TLE	270. 37	271. 100%	272. 0	273. 0	274. 0	275. 0
276. BEED General Education	277. 40	278. 96.97%	279. 1	280. 3.03%	281. 0	282. 0

283. BEED Education	Pre-Elem.	284. 32	285. 100%	286. 0	287. 0	288. 0	289. 0
290. BEED Pre-SPED		291. 13	292. 100%	293. 0	294. 0	295. 0	296. 0
297. BTTE Civic Technology		298. 8	299. 100%	300. 0	301. 0	302. 0	303. 0
304. BTTE Food and Service Management 4		306. 24	307. 100%	308. 0	309. 0	310. 0	311. 0
312. BTTE Garments, Fashion and Design Technology		315. 19	316. 100%	317. 0	318. 0	319. 0	320. 0
321. BS English		322. 1	323. 100%	324. 0	325. 0	326. 0	327. 0
328. TOTAL		329. 41 3	330. 96.63%	331. 2	332. 3.17%	333. 1 3	334. 6.48%

Employment Status of College of Teacher Education from Batch 2018

The figure shows total number of College of Teacher Education Graduates from the year of 2018 was 428 students.

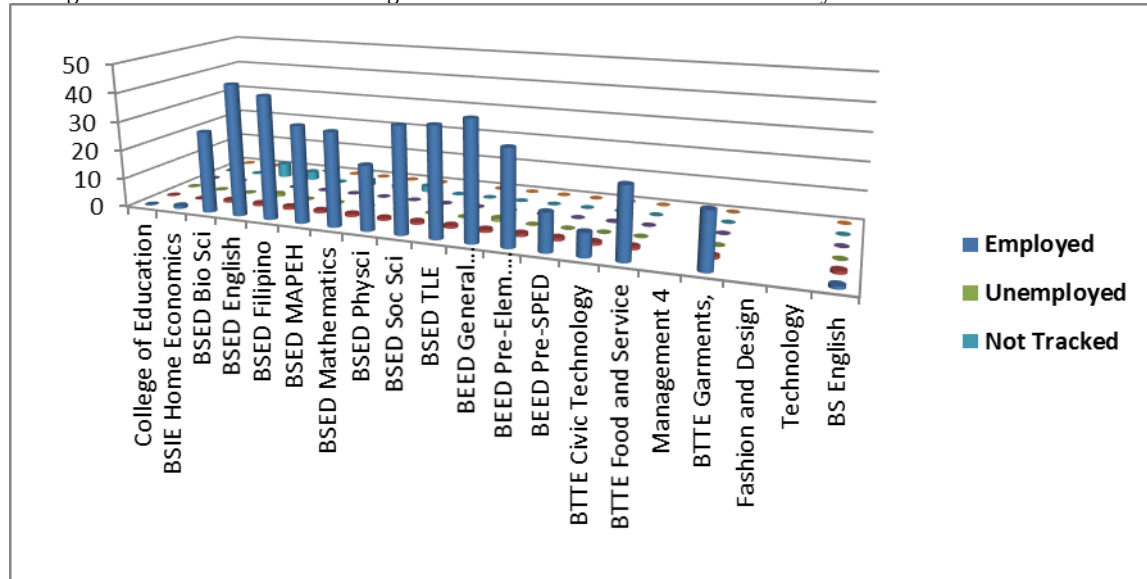


Figure 2. Employment Status of College of Teacher Education from Batch 2018

Frequency distribution number of Employed, Unemployed and Not Tracked in College of Education from batch

2019

Bachelor of Technical Teacher Education major in Garment, Fashion and Design total number of graduates was 17 students and total number of traced employed was 2 or 11.76% total number of traced unemployed was 1 or 15.88% and total number of not tracked was 14 or 82.35%. Bachelor of Technical Teacher Education major in Food Service Management total number of graduates was 30 students and total number of traced employed was 1 or 3.33% total number of traced unemployed was 4 or 13.33% and total number of not tracked was 25 or 83.75%. Bachelor of Technical Teacher Education major in Electronics total number of graduates was 12 students and total number of traced employed was 1 or 8.33% and total number of not tracked was 11 or 91.67%. Bachelor of Technical Teacher Education major in Drafting total number of graduates was 8 students and total number of not tracked was 8 or 100%. Bachelor of Technical Teacher Education major in Civil Technology total number of graduates was 3 students and total number of not tracked was 3 or 100%. Bachelor of Secondary Education major in TLE total number of graduates was 20 students and total number of traced employed was 3 or 15% total number of traced unemployed was 4 or 20% and total numbers of not tracked was 13 or 65%. Bachelor of Secondary Education major in Social Science total number of graduates was 42 students and total number of traced employed was 8 or 19.05% total number of traced unemployed was 6 or 14.29% and total numbers of not tracked was 28 or 66.67%. Bachelor of Secondary Education major in Physical Science total number of graduates was 13 students and total number of traced employed was 10 or 76.92% total number of traced unemployed was 3 or 23.08%. Bachelor of Secondary Education major in Mathematics total number of graduates was 30 students and total number of traced employed was 12 or 40% total number of traced unemployed was 2 or 6.67% and total number of not tracked was 16 or 53.33%. Bachelor of Secondary Education major in MAPEH total number of graduates was 28 students and total number of traced employed was 25 or 89.29% and total number of not tracked was 3 or 10.71%. Bachelor of Secondary Education major in Filipino total number of graduates was 23 students and total number of traced employed was 11 or 47.83% total number of traced unemployed was 2 or 8.70 and total number of not tracked was 10 or 43.48%. Bachelor of Secondary Education major in English total number of graduates was 34 students and total number of traced employed was 10 or 29.41% and total number of not tracked was 24 or 80%. Bachelor of Secondary Education major in Bio Science total number of graduates was 18 students total number of traced unemployed was 3 or 16.67% and total number of traced employed was 8 or 44.44%. Bachelor of Elementary Education major in SPED total number of graduate was 1 student and total number of traced unemployed was 1 or 100%. Bachelor of Elementary Education major in Pre-Elem. Education total number of graduates was 7 students and total number of traced unemployed was 1 or 14.29% and total number of not tracked was 6 or 85.71%. Bachelor of Elementary Education major in General Elementary total number of graduates was 34 students total number of traced employed was 7 or 20.59% total number of traced unemployed was 3 or 12.5% and total number of not tracked was 24 or 70.59%.

Table 3. Frequency distribution number of Employed, Unemployed and Not Tracked in College of Education from batch 2019

335. 336. College of Teacher Education	337. Employed		338. Unemployed		339. Not Tracked	
	340. Total	341. Percentage	342. Total	343. Percentage	344. Total	345. Percentage
346. BBTE- GFD	347. 2	348. 11.76%	349. 1	350. 5.88%	351. 14	352. 82.35%
353. BTTE- FSM	354. 1	355. 3.33%	356. 4	357. 13.33%	358. 25	359. 83.33%
360. BTTE- Electronics	361. 1	362. 8.33%	363. 0	364. 0	365. 11	366. 91.67%
367. BTTE- Drafting	368. 0	369. 0	370. 0	371. 0	372. 8	373. 100%

374. BTTE- Civil Technology	375. 0	376. 0	377. 0	378. 0	379. 3	380. 100%
381. BSed TLE	382. 3	383. 15%	384. 4	385. 20%	386. 13	387. 65%
388. BSed Physci	389. 10	390. 76.92%	391. 3	392. 23.08%	393. 0	394. 0
395. BSed Soc Sci	396. 8	397. 19.05%	398. 6	399. 14.29%	400. 28	401. 66.67%
402. BSed Math	403. 12	404. 40%	405. 2	406. 6.67%	407. 16	408. 53.33%
409. BEED MAPEH	410. 25	411. 89.29%	412. 0	413. 0	414. 3	415. 10.71%
416. BSed Filipino	417. 11	418. 47.83%	419. 2	420. 8.70%	421. 10	422. 43.48%
423. BSed English	424. 10	425. 29.41%	426. 0	427. 0	428. 24	429. 80%
430. BSed Bio Sci	431. 7	432. 38.89%	433. 3	434. 16.67%	435. 8	436. 44.44%
437. BEED SPED	438. 0	439. 0	440. 1	441. 100%	442. 0	443. 0
444. BEED Pre Elem	445. 0	446. 0	447. 1	448. 14.29%	449. 6	450. 85.71%
451. BEED Gen Elem	452. 7	453. 20.59%	454. 3	455. 12.5%	456. 24	457. 70.59%
458. TOTAL	459. 97	460. 25.03%	461. 30	462. 14.71%	463. 19 3	464. 61.08%

Employment Status of College of Teacher Education from Batch 2019

The figure shows total number of College of Teacher Education Graduates from the year of 2019 was 320 students.

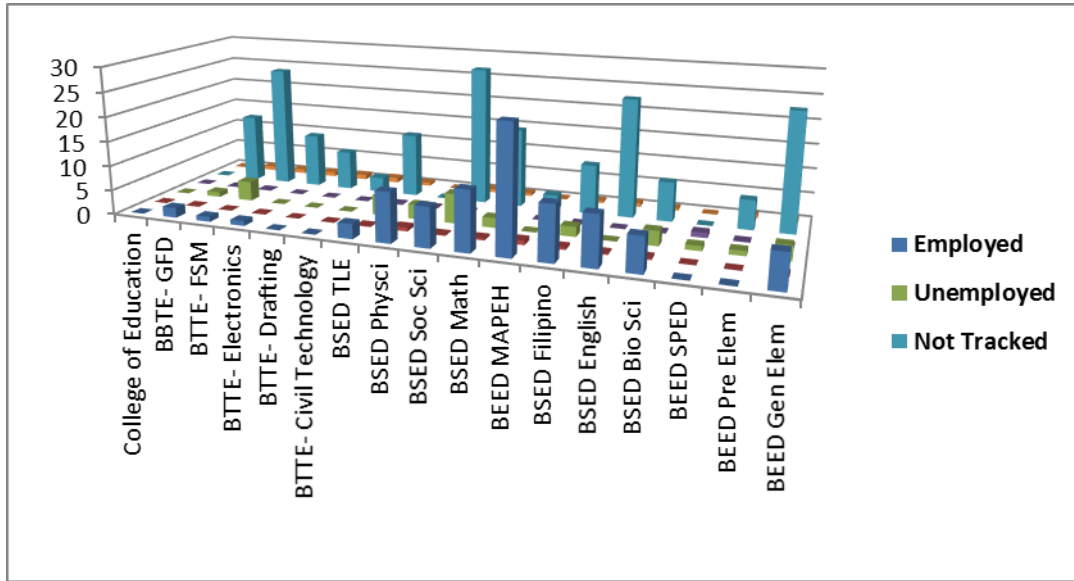


Figure 3. Employment Status of College of Teacher Education from Batch 2019

Summary of Employment Status in College of Teacher Education from Batch 2017, 2018 And 2019

Employment Status in College of Teacher Education the year of 2017 total number of graduates was 528 students total number of traced employed was 476 or 94% and total number of not tracked was 52 or 6%. College of Teacher Education the year of 2018 total number of graduates was 428 students total number of traced employed 413 or 86.63% total number of traced unemployed was 2 or 3.17% and total number not tracked was 13 or 6.48%. College of Teacher Education the year of 2019 total number of graduates was 320 students total number traced employed was 97 or 25.03% total number of traced unemployed was 30 or 14.71% and total number of not tracked was 193 or 61.08%.

Table 7. Summary of Employment Status in College of Teacher Education from Batch 2017, 2018 and 2019

465. College of Teacher Education	466. Employed		467. Unemployed		468. Not Tracked	
	469. Total	470. Percentage	471. Total	472. Percentage	473. Total	474. Percentage
475. 2017	476. 476	477. 94%	478. 0	479. 0	480. 52	481. 6%
482. 2018	483. 413	484. 96.63%	485. 2	486. 3.17%	487. 13	488. 6.48%
489. 2019	490. 97	491. 25.03%	492. 30	493. 14.71%	494. 193	495. 61.08%

Summary of Employment Status in College of Teacher Education from Batch 2017, 2018 and 2019

The figure shows total number of Employment Status in College of Teacher Education Graduates from the year of 2017, 2018 and 2019

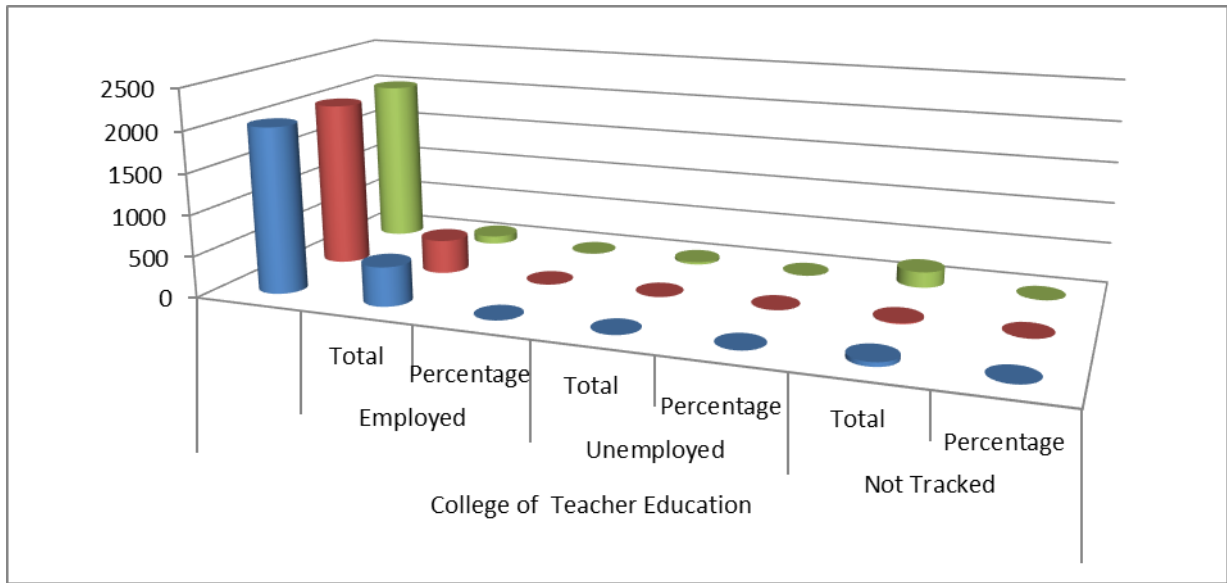


Figure 4. Summary of Employment Status in College of Teacher Education from Batch 2017, 2018 and 2019

The alumni who are serving the different schools in all levels (tertiary, secondary and elementary) were requested to fill out the CTE Graduate Tracer Form through their respective heads. Alumni who are non-teaching and serving private and public agencies were personally asked to fill out the questionnaire. To help us trace the graduates, the students from the college were requested to reach their alumni relatives and friends. Likewise, the social media, particularly through FB and emails, were used to trace and communicate with the alumni.

The Employment Status of College of Teacher Education Graduates from batch 2017, 2018 and 2019, total number of graduates from A.Y 2016-2017 was 528 students, total number of graduates from A.Y 2017-2018 was 428 students and total number of graduates from A.Y 2018-2019 was 320 students, their response will serve as basis for an enhancement teacher training program and revision/modification/improvement of the existing program of the college of teacher education.

The Employment Status Of College Of Teacher Education Graduates From Batch 2017, 2018 And 2019, The Response Will Serve As Basis For An Enhancement Teacher Training Program And Revision/Modification/Improvement Of The Existing Program Of The College Of Teacher Education.

Table 4. Current Employment Status in terms of Employed, Presently not employed but seeking for work, Reason (s) for staying on the job, Reasons for changing job and Never employed

496. Current Employment Status in terms of Employed	497. Y ES	498. Percentage	499. N O	500. Percentage	501. Maybe	502. Percentage
• Regular or permanent	503. 33.5	505. 38.09%	507. 290	509. 11%	511. 0	513. 0
• Contractual/project-based/Job Order	515. 401	516. 31.82%	517. 145	519. 8.69%	522. 0	524. 0
• Temporary	526. 87	527. 6%	528. 18	529. 4.4%	530. 0	532. 0

•	Total	534. 75.91%	535. 24.09%	536. 0
Range	Description	Verbal Interpretation		
1	YES`	Agree		
2	NO	Disagree		
3	MAYBE	Neutral		

Table 5. Current Employment Status in terms of presently not employed but seeking for work

537. Current Employment Status in terms of Presently not employed but seeking for work	538.	541.	544.	547.	550.	553.
•	539.	542.	545.	548.	551.	554.
• Advance or further study	540. Y	543. Percenta	546. N	549. Percentage	552. Mayb	555. Percentag
• Family concern and decided not to find a job	ES	ge	O		e	e
• Health-related reasons	556.	558.	560.	562.	564.	566.
• Lack of work experience	557. 50	559. 10.9%	561. 2	563. 1.04%	565. 8	567. 0.14%
• No job opportunity	570.	572.	574.	576.	579.	581.
• Did not look for a job	571. 14	573. 0.21%	575. 2	577. 1.24%	580. 11	582. 0.18%
609. Total	583. 8	584. 0.16%	585. 1	586. 0.21%	587. 0	589. 0
Range	610. 75.68%	611. 22.98%	612. 0.53%			
Description	Verbal Interpretation					
1	YES`	Agree				
2	NO	Disagree				
3	MAYBE	Neutral				

Table 6. Current Employment Status in terms of Reason (s) for staying on the job

613. Current Employment Status in terms of Reason (s) for staying on the job	614.	617.	620.	623.	626.	629.
•	615.	618.	621.	624.	627.	630.
• Salaries and benefits	616. Y	619. Percenta	622. N	625. Percentage	628. Mayb	631. Percentag
• Related to course or program of study	ES	ge	O		e	e
• Family Influence	632.	634.	636.	638.	640.	642.
• Peer and work relationships	633. 48	635. 38%	637. 0	639. 0	641. 0	643. 0
• Career challenge	644.	646.	648.	650.	652.	654.
• Related to special skill	645. 16	647. 13.09%	649. 1	651. 0.86%	653. 105	655. 8.23%
• Proximity to residence	656. 34	657. 2.66%	658. 1	659. 0.86%	660. 5	662. 0.39%
	664. 7	665. 0.55%	666. 4	667. 0.31%	668. 3	669. 0.24%
	670. 95	671. 0.7%	672. 5	673. 0.39%	674. 14	675. 1.10%
	676. 32	677. 2.51%	678. 4	679. 3.53%	680. 56	681. 4.39%
	682. 25	683. 1.96%	684. 2	685. 1.80%	686. 0	687. 0

• For experience	688. 10 0	689. 7.83%	690. 1 4	691. 1.10%	692. 35	693. 2.74%
694. Total	695. 67.3%		696. 8.85%		697. 17.09%	

Range	Description	Verbal Interpretation
1	YES``	Agree
2	NO	Disagree
3	MAYBE	Neutral

Table 7. Current Employment Status in terms of Reasons for changing job

698. Current Employment Status in terms of Reasons for changing job	699. 700. 701. Y ES	702. 703. 704. Percenta ge	705. 706. 707. N O	708. 709. 710. Percentage	711. 712. 713. Mayb e	714. 715. 716. Percentag e
717. Salaries	719. 13	720. 10.58%	721. 5	722. 4.31%	723. 69	724. 5.41%
725. Benefits	726. 14 0	727. 10.97%	728. 0	729. 0	730. 24	731. 1.88%
732. Career challenge	733. 12 0	734. 9.40%	735. 5 4	736. 4.23%	737. 12	738. 0.94%
739. Bad work	740. 0	741. 0	742. 1 38	743. 10.82%	744. 0	745. 0
746. Related to special skills	747. 18 0	748. 14.11%	749. 9 0	750. 7.05%	751. 25	752. 1.96%
753. Proximity to residence	754. 12 3	755. 9.64%	756. 8 7	757. 6.82%	758. 48	759. 3.76%
760. Total	761. 54.7		762. 33.23%		763. 13.95%	
Range	Description	Verbal Interpretation				
1	YES``	Agree				
2	NO	Disagree				
3	MAYBE	Neutral				

Table 8. Current Employment Status in terms of Never Employed

764. Current Employment Status in terms of Never Employed	765. 766. Y ES	767. 768. Percenta ge	769. 770. N O	771. 772. Percentage	773. 774. Mayb e	775. 776. Percentag e
777. Never Employed	778. 34 0	779. 26.65%	780. 7 56	781. 59.25%	782. 180	783. 14.11%
Range	Description	Verbal Interpretation				
1	YES``	Agree				
2	NO	Disagree				
3	MAYBE	Neutral				

Jobseekers Experiences in terms of (a) what strategies you've made in finding job? (b) What are the difficulties you experience in looking/searching for a job? (c) After you were able to find a vacancy, what are the possible reasons why you did not get the job?

Table 9. Jobseekers Experiences in terms of (a) what strategies you've made in finding job

(a) What strategies you've made in finding job?	784. Y ES	785. Percentage	786. N O	787. Percentage	788. Mayb e	789. Percentag e
• Application to vacant position	790. 25	791. 1.96% 792.	793. 2 8 794.	795. 2.19% 796.	797. 5 798.	799. 0.39% 800.
• Personal connections/contact	801. 13 802.	803. 1.09% 804.	805. 3 7 806.	807. 808. 2.90% 809.	810. 18 811.	812. 1.41% 813.
• Through parents/relatives help	814. 815. 17	816. 817. 1.33%	818. 819. 3 9	820. 821. 3.06%	822. 823. 15	824. 825. 1.18%
• The employer offered me vacancy	826. 29	827. 2.27%	828. 2 7	829. 2.12%	830. 8	831. 0.63%
• I am working for same employer as I did during my studies	832. 833. 19	834. 835. 1.49%	836. 837. 2 3	838. 839. 1.80%	840. 841. 12	842. 843. 0.94%
• Contacting employers without knowing about vacancy	844. 845. 28	846. 847. 2.19%	848. 849. 4 9	850. 851. 3.84%	852. 853. 9	854. 855. 0.71%
• Contacts established with	856. 857.	859. 860.	862. 863.	865. 866.	868. 869.	871. 872.
• employees through work experience in the course of study/OJT	858. 17	861. 1.33%	864. 4 7	867. 3.68%	870. 11	873. 0.86%
• My own advertisement	874. 9	875. 0.71%	876. 3 4	877. 2.66%	878. 17	879. 1.33%
• On line (face book, job sites	880. 26 0	881. 20.38%	882. 1 15	883. 9.01%	884. 55	885. 4.31%
• Job fair	886. 16 5	887. 12.93%	888. 9 0	889. 7.05%	890. 40	891. 3.13%
• Total	892. 51.98%		893. 38.31%		894. 14.89%	
Range	Description	Verbal Interpretation				
1	YES`	Agree				
2	NO	Disagree				
3	MAYBE	Neutral				

Table 10. Jobseekers Experiences in terms of (b) what are the difficulties you experience in looking/searching for a job?

(b) What are the difficulties you experience in looking/searching for a job?	895. Y ES	898. 899. 900. Percentage	901. 902. 903. N O	904. 905. 906. Percentage	907. 908. 909. Mayb e	910. 911. 912. Percentag e
• No difficulties/not applicable	913. 25	914. 1.96% 915.	916. 1 5 917.	918. 1.18% 919.	920. 12 921.	922. 0.94% 923.
• Limited information on available jobs	924. 58	925. 4.55%	926. 1 5	927. 1.18%	928. 27	929. 2.12%

• Considered too young by employers	930. 76	931. 5.96%	932. 2 5	933. 1.96%	934. 21	935. 1.65%
• Due to family responsibilities	936. 85	937. 6.66%	938. 3 5	939. 2.74%	940. 9	941. 0.71%
• Insufficient work experience	942. 40	943. 3.13%	944. 5 8	945. 4.55%	946. 21	947. 1.65%
• Lack necessary skills or education	948. 56	949. 4.39%	950. 1 2	951. 0.94%	952. 14	953. 1.10%
• No vacancies	954. 75	955. 5.88%	956. 4 5	957. 3.53%	958. 11	959. 0.86%
• No vacancies in line of field of study/course	960. 11 0	961. 8.62%	962. 6 7	963. 5.25%	964. 45	965. 3.52%
• Financial constraint	966. 65	967. 5.09%	968. 3 4	969. 2.66%	970. 15	971. 1.18%
• Health concerns/Disability	972. 43	973. 3.37%	974. 2 5	975. 1.96%	976. 5	977. 0.39%
• Too far to travel/transport	978. 56	979. 4.39%	980. 1 9	981. 1.49%	982. 19	983. 1.49%
• Total	984. 54%		985. 27.44%		986. 16.61%	
Range	Description	Verbal Interpretation				
1	YES`	Agree				
2	NO	Disagree				
3	MAYBE	Neutral				

Table 11. Jobseekers Experiences in terms of © After you were able to find a vacancy, what are the possible reasons why you did not get the job?

• (c) After you were able to find a vacancy, what are the possible reasons why you did not get the job?	987. 988. Y ES	990. 991. 992. Percenta ge	993. 994. 995. N O	996. 997. 998. Percentage	999. 1000. 1001. May be	1002. 1003. 1004. Percenta ge
• No difficulties/not applicable	1005. 1 05	1006. 8.23%	1007. 1 3	1008. 1.02%	1009. 24	1010. 1.88%
• No feedback from the employer	1011. 9 5	1012. 7.45%	1013. 3 5	1014. 2.74%	1015. 16	1016. 1.25%
• Insufficient /irrelevant work experience and competency	1017. 1018. 3 2	1019. 1020. 2.51%	1021. 1022. 1 8	1023. 1024. 1.41%	1025. 1026. 9	1027. 1028. 0.71%
• Failed medical exams	1029. 1 1	1030. 0.86%	1031. 4 5	1032. 3.53%	1033. 4	1034. 0.31%
• Unsuitable working hours	1035. 5 5	1036. 4.31%	1037. 1 7	1038. 1.33%	1039. 15	1040. 1.18%
• Financial constraint in processing documentary requirements	1041. 7 6	1042. 5.96%	1043. 1 9	1044. 1.49%	1045. 22	1046. 1.72%
• Unfavourable salary and benefits	1047. 5 6	1048. 4.39%	1049. 3 4	1050. 2.66%	1051. 26	1052. 2.04%
• Did not pass the employment	1053. 1 8	1054. 1.41%	1055. 1 5	1056. 1.18%	1057. 27	1058. 2.12%

examination								
•	Did not pass the interview	1059. 32	1060. 2.51%	1061. 67	1062. 5.25%	1063. 29	1064. 2.27%	
•	Limited career opportunity/Progress	1065. 78	1066. 6.11%	1067. 34	1068. 2.66%	1069. 45	1070. 3.53%	
•	In convenient job field assignment	1071. 25	1072. 1.96%	1073. 35	1074. 2.74%	1075. 15	1076. 1.18%	
•	Self-expression not considered by employer	1077. 38	1078. 2.98%	1079. 80	1080. 6.27%	1081. 11	1082. 0.86%	
•	Total	1083. 48.71		1084. 32.28		1085. 19.05%		
Range	Description	Verbal Interpretation						
1	YES``	Agree						
2	NO	Disagree						
3	MAYBE	Neutral						

Table 12. Enhancement of Teacher Training Program

•	Enhancement of Teacher Training Program	1086. 1087. 1088. Y ES	1089. 1090. 1091. Percent age	1092. 1093. 1094. N O	1095. 1096. 1097. Percentage	1098. 1099. 1100. May be	1101. 1102. 1103. Percenta ge	
•	Application to vacant position	1104. 55	1105. 4.31%	1106. 34	1107. 2.66%	1108. 6	1109. 0.47%	
•	Personal connections/contact	1110. 176	1111. 13.79%	1112. 45	1113. 3.53%	1114. 14	1115. 1.10%	
•	Through parents/relatives help	1116. 89	1117. 6.97%	1118. 90	1119. 7.05%	1120. 15	1121. 1.18%	
•	The employer offered me vacancy	1122. 69	1123. 5.41%	1124. 168	1125. 13.17%	1126. 13	1127. 1.02%	
•	I am working for same employer as I did during my studies	1128. 1129. 35	1130. 1131. 2.74%	1132. 1133. 129	1134. 1135. 10.11%	1136. 1137. 7	1138. 1139. 0.55%	
•	Contacting employers without knowing about vacancy	1140. 1141. 69	1142. 1143. 5.41%	1144. 1145. 130	1146. 1147. 10.19%	1148. 1149. 5	1150. 1151. 0.39%	
•	Contacts established with	1152. 1153. 79	1154. 1155. 6.19%	1156. 1157. 45	1158. 1159. 3.53%	1160. 1161. 3	1162. 1163. 0.24%	
•	Total	1164. 44.82%		1165. 50.24%		1166. 4.95%		
Range	Description	Verbal Interpretation						
1	YES``	Agree						
2	NO	Disagree						
3	MAYBE	Neutral						

The data were collated, tabulated and analysed involving frequency and percentage distributions.

Conclusions

Based from the findings of the study, several conclusions are drawn.

The college has provided quality preparation among the graduates as reflected in a very high degree of the rate of

employment. Its curriculum is relevant and rich which allow the graduates to have jobbed even right after graduation. Out of the traced graduates, only a few are underemployed and a very minimal number are unemployed.

Generally, the graduates are employed in a teaching job where they are being trained for; only a few are underemployed. They are employed based on the level of learners they are prepared for. A few BSEd graduates teach in the elementary and very minimal number of BEEd graduates teach in the secondary and tertiary level. Only a few are underemployed.

Recommendations:

The College must continue to provide the best learning experiences and training among the students to be able to maintain a high level of employment especially in the public schools and to be able to provide the same to the students or learners who will also be under their care. It must continue to provide a holistic development among the learners so that they will be ready to face the demands and challenges of the times whether they become employed in teaching or underemployed.

The Alumni Affairs Office in particular, and the College in general, must continue the tracing of graduates and find better strategies to trace them so that the basis for rate of employment will not be the traced graduates but all the graduates it has produced.

A more extensive research to include other factors on employability and employment profile like first jobs, number months or years to wait for employment after graduation must be done.

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