

Redefining The Career Progression of the Red Spartan Educators

**Dr. Roldan D. Atienza¹, Dr. Mellie D. Guico², Dr. Maribel A. Gutierrez³,
Dr. Maria Perpetua C. Mercado⁴**

^{1,2,3,4}College of Teacher Education, Batangas State University Pablo Borbon, Philippines 4200
roldan.atienza@g.bastate-u.edu.ph

Abstract

The study determined the employability of the BSED programs' graduates for Academic Year 2020 to 2024. The study made use of the descriptive type of research and involved 217 graduates of the BSED Science, English and Mathematics programs. The enhanced Graduate Tracer Survey (GTS) instrument was the main data gathering tool while frequency, percentage and weighted mean were statistical tools utilized.

Findings revealed BSED graduates have remarkable personal and professional characteristics. Lack of work experience, and health-related concerns were reasons for their unemployment, good grades in high school, influence of parents as well as the strong passion of the profession and due to professional development for taking advance studies. The BSED programs contributed to graduates' growth, the curriculum is relevant, communication, and human relation were very useful in their first job. Lastly, the graduates had commendable trainings and seminars attended.

Keywords: Graduate Tracer, BSED programs, Employability

1. INTRODUCTION

A tracer study is a valuable tool for evaluating graduate performance and whereabouts in the workplace. Observing graduates is an important action on the part of the institution. Conducting tracer studies provide feedback that helped improve the study plan and ensures that the curriculum is effective in terms of progress and development. Moreover, in the Philippines, conducting tracer study had been a test to examine if the different bachelor's degree programs in teacher education were still effective, adequate and relevant.

Higher Education Institutions (HEIs) in the Philippines envisions to promote relevant, well-organized and quality education to ensure that every graduate gain knowledge and able to perform a high-quality performance. Thus, employability upon graduation is understandably the major priority for every graduate. The quality of the outcomes gained is an important part of higher education quality. Higher education adds value by preparing students for the workplace by developing job-related skills and abilities. It is important for an individual to have a growth mindset to be able to continue self-development. Self-

development is imperative not only for professional growth but to survive in this competitive corporate world. In addition, the manifestation of skills for a fresh graduate is very important as employers choose fresh graduates who show a potential to be skilled and developed in the future. Organizations need multi-talented and multi-skilled employees, who are adept at performing various functions when the need arises.

As such, the demand of today's generation in any educational institution is to produce graduates who are not only good in academics but also in applying what they have learned and performing it and therefore teachers' role attached to this expectation is to bring out the best of their capabilities. To validate such connection, a tracer study is an effective tool to evaluate the graduate's personal and professional growth. It is essential among institutions to ensure relevance of the curriculum and consistently giving advantage to graduates in order to improve educational program marketability. It will also serve as basis for planning and a strong input to creating a mechanism to uphold excellence and responsive education to bridge the gap between theory and applicable skills needed in the industry. In support of this endeavor, one of the missions of the Commission on Higher Education (CHED) is to constantly review and monitor different services offered by Higher Education Institutions if they match with the national and international standard. CHED mandated HEIs to conduct tracer studies as part of its designation for center of development and center of excellence of degree programs. "In fact, tracer studies are required of HEIs seeking accreditation from accrediting bodies like the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) for state universities and colleges". Therefore, Batangas State University, a premier national university regularly initiates the conduct of graduate tracer study across programs.

More specifically, the College of Teacher Education remains to be the largest producers of teachers among the region; known for commitment to quality and responsive education among others, the college has BSED major in English, Mathematics and Science as its flagship program, after surpassing the intensive and arduous process of Level IV accreditation with the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). To further realize this endeavor, the college dedicated its manpower and exhaust all means to trace its successful BSED graduates of the relevant programs by pursuing this Graduate Tracer Study. Through this academic undertaking, the college will be well-informed of its programs' contribution to the personal and professional development of every graduate as well as their whereabouts which are all substantial in this undertaking. In general, the study aimed to describe the BSED English, Mathematics and Science graduates from academic year 2020-2024. Thus, through the instrument exhibited by the Commission on Higher Education, the college aimed to be more responsive and careful in treating the needed data and information.

The study sought to answer the following:

1. Describe the BSED English, Mathematics and Science graduates in terms of:
 - 1.1 Civil status
 - 1.2 Sex
 - 1.3 Region of Origin
 - 1.4 Location of Residence and province
 - 1.5 Employment
 - 1.6 Present Employment Status
 - 1.7 Major line of work in the company

- 1.8 Place of Work
- 1.9 Relationship of the first job to the course taken
- 1.10 Length of stay in the first job
- 1.11 Manner in which the first job is found
- 1.12 Length of time taken to land at the first job
- 1.13 Job level Position
- 1.14 Initial Gross month earning
- 1.15 Awards received
2. Identify the possible reasons for graduates':
 - 2.1 unemployment
 - 2.2 taking the Degree/Program
 - 2.3 pursuing Advance Studies
 - 2.4 staying on the first job
 - 2.5 accepting the Job
 - 2.6 changing the Job
3. Ascertain the graduates' perceptions of the programs taken relative to:
 - 3.1 contribution to personal and professional growth
 - 3.2 relevance of the curriculum to their first job
 - 3.3 competencies learned in college that are useful in their job
4. Identify the trainings/advance studies attended

2. LITERATURE REVIEW

Tracer studies are research techniques employed to monitor graduates in order to evaluate their career trajectories and the applicability of their education to their jobs. This idea is especially relevant for BSED graduates, who frequently encounter distinct obstacles as they begin their journey in the competitive job market. Contemporary studies emphasize that the job prospects of BSED graduates are significantly influenced by various elements, such as the caliber of their education, the competencies they acquire throughout their studies, and the economic conditions prevailing when they graduate. A study conducted by Smith et al. (2021) revealed that graduates who gained practical teaching experience during their training achieved notably higher employment rates. This implies that hands-on experience, like internships and apprenticeships, is essential for enhancing employability.

Additionally, various areas show differing success rates for BSED graduates in securing jobs. For instance, research carried out in a rural region in 2022 indicated that local schools frequently favor graduates who have ties to the community, while urban schools may emphasize applicants with sophisticated teaching techniques. This demonstrates how employability may vary according to geographical and socio-economic circumstances. The abilities of BSED graduates are examined in existing literature as well. Graduates with excellent communication, critical thinking, and digital literacy skills often find it easier to get jobs. As per a report from the Educational Research Institute in 2023, individuals who engaged in workshops and training centered on these skills greatly excelled compared to their peers who did not participate. This shows that educational institutions must emphasize skill development in their programs to improve employability.

Additionally, tracer studies frequently highlight the importance of soft skills during recruitment. Employers are placing greater importance on qualities like collaboration, flexibility, and problem-solving skills. The literature indicates that BSED programs ought to emphasize not just academic achievement but also the development of these important soft skills in graduates. To sum up, the literature review regarding tracer studies and the employability of BSED graduates highlights the significance of multiple factors affecting job placement. The importance of hands-on experience, the enhancement of critical and interpersonal skills, and local labor market factors all significantly influence the professional success of these graduates. For educational institutions, grasping these dynamics is crucial in customizing their programs to more effectively equip future educators for workforce demands, thereby enhancing their employability and positively impacting the educational quality in the area.

3. METHODS

The study made use of the descriptive type of research design in order come up with the needed data on the profile of BSED graduates across Science, English and Mathematics programs. As defined by McCombes (2020) this type of research is quantitative in nature and can also be used for descriptive purposes and needed to be carefully developed to ensure that the results are valid and reliable. The study involved BSED Science, English and Mathematics graduates from the academic year 2020-2024. Likewise, the study employed the official Graduate Tracer Survey (GTS) of the Commission on Higher Education which was translated to a Google Form while concerning about the graduates' perceptions of the program taken, a researcher-made questionnaire was utilized. Table presents the distribution of the respondents.

Table 1

Distribution of Respondents

Academic Year	Science		English		Mathematics	
	Population	No. of those who Respond	Population	No. of those who Respond	Population	No. of those who Respond
2020	11	5	1	1	2	1
2021	29	8	2	1	0	0
2022	39	20	30	14	28	26
2023	30	14	42	29	25	16
2024	39	21	40	23	47	38
Total	148	68	115	68	102	81

It must be noted that the College of Teacher Education has experienced difficulty in tracing and encouraging graduates to participate in the study. The researcher has already exhausted all possible means to reach these graduates out. At first, they sent a letter to all Division offices in the province in anticipation to disseminate the purpose to all concerned not until through the initiative of the Dean, the researcher has strategized to involve undergraduate students by assigning them with names to look for and reach out. Evidently, though the number of respondents may not that desirable but this piece of work is full of effort and enthusiasm.

To carefully analyze the data, researcher had used the following statistical tools:

Frequency. This is used to determine the number of responses of the BSED Graduates on the given instrument.

Percentage. This is used to determine the rate of responses of the BSED Graduates.

4. RESULTS AND DISCUSSION

1. Describe the BSED Science, English, and Mathematics graduates

1.1 **Civil status.** It refers to a person's legal relationship status in the eyes of the law, especially in relation to marriage or partnerships.

Table 2
Description of BSED Graduates in terms of Civil Status

Civil Status	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Single	59	86.76	65	95.59	76	93.83
Married	8	11.76	3	4.41	5	6.17
Single Parent	1	1.47	0	0	0	0
TOTAL	68	100.00	68	100.00	81	100.00

As evident in the data presented, highest percentage of respondents across the three programs were single, dominating the married respondents identified. Likewise, it can also be noted that a single parent is listed among science major respondents. This implies that majority of the BSED respondents are newly-acclaimed professionals and thus continue enjoying life of being single. This may also imply that teachers would have more quality time to explore and find joy in performing tasks and other functions with no to little obligations after all.

1.2 **Sex.** This pertains to the biological orientation of a person whether a male or a female.

Table 3
Description of BSED Graduates in terms of Sex

Sex	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Male	22	32.35	10	14.71	13	16.05
Female	46	67.65	58	85.29	68	83.95
TOTAL	68	100.00	68	100.00	81	100.00

In terms of sex, it is glaring that female respondents have dominated over male BSED Science, English and Mathematics teachers. As a common notion, teaching is meant for female as they were used to be the ones taking up the profession, such may not always be true. Males, for instance, also find enjoyment and fulfillment in the teaching profession. They also enrolled the course and stayed passionate and committed while serving the future leaders of the nation.

1.3 **Region of Origin.** In the context of this study, this pertains to the geographical location of the graduate as to what region in the Philippine he comes from.

Table 4
Description of BSED Graduates in terms of Region of Origin

Region of Origin	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Region 4	68	100	67	98.53	81	100
NCR	0	0	1	1.47	0	0
TOTAL	68	100.00	68	100.00	81	100.00

In relation to the BSED graduate's region of origin, all of the BSED Science, English and Mathematics respondents are from region IV while a single English major is hailed from the National Capital Region. This shows that the College of Teacher Education has a mixture of local residents and the ones from other regions this may probably because of the quality of education the college is providing and the name of the University per se, is a significant factor to inspire students and be a bonafide Red Spartan educators. To affirm the above data, the table below summarized the specific province where the BSED Science, English and Mathematics graduates were hailed.

Table 5
Description of BSED Graduates in terms of their Province

Province	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Batangas	61	89.71	62	91.18	73	90.12
Mindoro	4	5.88	4	5.88	7	8.64
Quezon	1	1.47	0	0	1	1.23
Laguna	2	2.94	0	0	0	0
Romblon	0	0	1	1.17	0	0
Manila	0	0	1	1.47	0	0
TOTAL	68	100.00	68	100.00	81	100.00

1.4 **Location of Residence.** It refers to the whether the graduates come from city or municipality.

Table 6
Description of BSED Graduates in terms of Location of Residence

Location of Residence	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
City	26	61.76	23	33.82	39	48.15
Municipality	42	38.24	45	66.18	42	51.85
TOTAL	68	100.00	68	100.00	81	100.00

The above table revealed the location of the graduates' residence. Strikingly, across all programs, BSED Science, English and Mathematics graduates are coming from 29 municipalities than the identified 5 cities in the province. This is also understood as significant number of population is taken from these municipalities. Contrary to this idea, it is also surprising to note that despite the presence of the

University's campuses in the municipalities of Rosario, Lemery, San Juan, Malvar, and Nasugbu, still BSED students find the College of Teacher Education in Pablo Borbon (formerly known as the Main Campus) to be their ideal and best institution to enroll in. This holds true as the college is a recipient of the highest Level IV Accreditation status from Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc. and the largest producers of teachers in the region and successful alumni in the field of education.

1.5 Present Employment Status. This reflects the position or designation at work of the BSED graduates in relation to their present employment.

Table 7
Description of BSED Graduates in terms of Present Employment Status

Present Employment Status	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Regular or Permanent	23	33.82	16	23.53	19	23.46
Temporary	7	10.29	9	13.24	12	14.81
Casual	2	2.94	3	4.41	1	1.23
Contractual	25	36.76	29	42.65	33	40.74
Self-employed	11	16.78	11	26.18	16	19.75
TOTAL	68	100.00	68	100.00	81	100.00

In relations to the BSED graduates' employment status, data revealed that across all programs of the respondents, they are in a contractual status. This shows the need for these graduates to probably enroll to graduate studies, have a longer time of work experience and pass the six-month to three-year probationary period to qualify for a better work employment status. Likewise, following this status is respondents in their regular or permanent position which may not only be exclusive in the academe but in the industry as well. Further, self-employment is another work status enjoyed by the BSED graduates at present. This holds true as other variables have revealed their other track of business or employment apart from the course they had completed.

1.6 Major Line of Business in the Company they are in. It shows into what line of work or nature of business do CTE BSED graduates are into.

Table 8
Description of BSED Graduates in terms of Major Line of Business

Major line of business of the company you are employed in.	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Agriculture, Hunting and Forestry	1	1.47	0	0	1	1.23
Manufacturing	1	1.47	1	1.47	2	2.47
Construction			3	4.41		
Wholesale and Retail Trade, repair of motor vehicles, motorcycles and personal and household goods	1	1.47	1	1.47	4	4.94
Hotel and Restaurants	1	1.47			2	2.47
Real Estate, Renting and Business Activities	1	1.47	1	1.47	3	3.70

Public Administration and Defense; Compulsory Social Security	1	1.47	1	1.47		
Education	50	73.53	48	70.59	56	69.14
Health and Social Work	0	0	2	2.94	1	1.23
Other Community, Social and Personal Service Activities	9	13.24	8	11.76	9	11.11
Private Households with Employed Persons	2	2.94	1	1.47	1	1.23
Extra-territorial Organization and Bodies	1	1.47	0	0	2	2.47
TOTAL	68	100.00	68	100.00	81	100.00

As seen in the table, clearly, the BSED Science, English and Mathematics graduates are generally in education as their major line of business. This is very glaring since they are teachers in the first place. This also implies that they would not have taken and completed the program had they will not teach after all, so, it is such a delight input to note that these professionals have and been enjoying the teaching profession. Similarly, BSED graduates are into community, social and personal service activities, private households with employed persons, construction, and in wholesale and retail Trade, repair of motor vehicles, motorcycles and personal and household goods. All these and more have only validated that even teachers, they still have the competence and skills to run another line of business for a living.

1.7 Place of Work. It refers to the where the graduates are working in.

Table 9
Description of BSED Graduates in terms of Place of Work

Place of work	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Local	67	98.53	67	98.53	81	100
Abroad	1	1.47	1	1.47	0	0
TOTAL	68	100.00	68	100.00	81	100.00

In relation to place of work, results revealed that all BSED Science, English and Mathematics graduates are based-locally. All their source of employment is within the country. This also signifies that while only one respondent for Science and English had migrated and worked abroad, almost highest percentage of the respondents are happily working, and serving the nation.

1.8 Job Relationship to the Course Taken-up. This pertains to how such job is related to the course or program BSED graduates had taken.

Table 10
Description of BSED Graduates in terms of Job Relationship to the Course

Is this your first job after college?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Yes	39	57.35	38	55.88	53	64.43
No	29	42.65	30	44.12	28	34.57
TOTAL	68	100.00	68	100.00	81	100.00

Unanimously, graduates across areas of specializations (BSED Science, English and Mathematics) have expressed that they are working with the same job they had after college. This proves of their life-long commitment to the institution and to the company they serve and fulfillment with the privileges and benefits they have. This is one good trait among these professionals as they vouch into the credibility of the profession and the satisfaction they achieved for having part of the work they are now into.

1.9 Length of Time Graduates Stay in the first Job. This pertains to the time these graduates had spent in their first job.

Table 11
Description of BSED Graduates in terms of Length of Time

How long did you stay in your first job?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Less than a month	3	4.41	1	1.47	2	2.47
1 to 6 months	19	27.94	30	44.12	30	37.04
7 to 11 months	10	14.71	8	11.76	10	12.35
1 year to less than 2 years	8	11.76	19	27.94	12	14.81
2 years to less than 3 years	12	17.65	4	5.88	11	13.58
3 years to less than 4 years	7	10.29	0	0	4	4.94
Others, please specify	9	13.24	6	8.82	12	14.81
TOTAL	68	100.00	68	100.00	81	100.00

As revealed in the data, BSED graduates, regardless of the line of work or business they got into as their first job, they had only stayed from one to six months. This means that while this is the usual probationary period for those working in a company, that six-month stay is critical for it will be a turning point whether to retain or decline the person from their present work. For instance, in terms of BSED graduates, this may be due to the idea that in most schools, especially if they applied in a middle of the school year, and may be due to leave of absence of the concerned teacher where they became a substitute or a reliever, a six-month period is the time first presented to them. This is understood however should these BSED graduates had performed well, they may still be asked to submit papers for application and soon be qualified for a plantilla position.

1.10 Manner the BSED Graduates Find their First Job. This shows how the graduates acquired their first job whether personal or referral by someone.

Table 12
Description of BSED Graduates' Manner to Find their First Job

How did you find your first job?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Response to an advertisement	12	17.65	7	10.29	6	7.41
As walk-in applicant	14	20.59	22	32.35	24	29.63
Recommended by someone	29	42.65	20	29.41	32	39.51
Information from friends	7	10.29	13	19.18	10	12.35

Arrange by school's job placement officer	2	2.94	2	2.94	0	0
Family business	1	1.47	0	0	3	3.70
Job Fair or Public Employment Service Office (PESO)	0	0	0	0	1	1.23
Other reason(s), please specify	3	4.41	4	5.88	5	6.17
TOTAL	68	100.00	68	100.00	81	100.00

With regard to how the BSED graduates have landed to their first job, Science and Mathematics teachers had through the recommendation by someone while as walk-in applicant for BSED English. This just goes to say that teaching as a profession is oftentimes validated by someone whom a person looked up to and in which words of mouth pertaining to the need or hiring is considered. Further, it is also good to mention that by chance these teachers have been granted their luck for the posts they are now into. It only stresses the fact that if a person is persistent to get hired, the opportunity knocks on his way.

1.11 Time it has taken to land at the First Job. It reveals how BSED graduates has waited time to be able to land at their first line of work.

Table 13
Description of BSED Graduates in terms of Time Taken to Land at the First Job

How long did it take you to land your first job?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Less than a month	39	57.35	35	51.47	42	51.85
1 to 6 months	19	27.94	21	30.88	32	39.51
7 to 11 months	4	5.88	4	5.88	3	3.70
1 year to less than 2 years	2	2.94	3	4.41	1	1.23
2 years to less than 3 years	1	1.47	1	1.47	0	0
3 years to less than 4 years	1	1.47	0	0	0	0
Others, please specify	2	2.94	4	5.88	3	3.70
TOTAL	68	100.00	68	100.00	81	100.00

With respect to time, it has taken these graduates to land at their first job, it is glaring to note that BSED graduates had only taken less than a month to get hired in their first job. This is a manifestation of their commitment and passion to the profession and in the line of business they had into. Through their relentless effort, sacrifice and dedication, they were able to land at the job they longed to have.

1.12 Job level Position. This pertains to the different managerial or supervisory roles the BSED graduates had in their first work and the present work.

Table 14
Description of BSED Graduates in terms of Job Level Position

Job Level Position	SCIENCE		ENGLISH		MATH	
	First Job	Current Job	First Job	Current Job	First Job	Current Job
Job Level	33	35	36	32	42	39
Rank or Clerical	29	39	37	31	41	40
Professional, Technical or Supervisory	30	38	32	36	40	41
Managerial or Executive	33	35	39	29	44	37
Self-employed	40	28	43	25	51	30
TOTAL	68	68	68	68	81	81

Looking at the job level position, BSED science and English graduates were self-employed in their first job but now highest number of respondents were into rank or clerical and managerial or executive position respectively. Considerably, just like the two other areas of specialization, BSED Mathematics graduates from being self-employed to now being the professional, technical or supervisory position. These results imply that regardless of the level of the position these graduates would have, the same amount of passion, dedication and commitment to serve remain to be their remarkable identity as a professional and a Red Spartan employee.

1.13 Initial Gross Month Earning. It refers to the amount of money the graduates earned when they worked right after college.

Table 15
Description of BSED Graduates in terms of Initial Gross Month Earning

What is your initial gross monthly earning in your first job after college?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Below P5,000.00	6	8.82	8	11.76	12	14.81
P5,000.00 to less than P10,000.00	9	13.24	13	19.12	27	33.33
P10,000.00 to less than P15,000.00	17	25	24	35.29	27	33.33
P15,000.00 to less than P20,000.00	19	27.94	17	25	9	11.11
P20,000.00 to less than P25,000.00	6	8.82	3	4.41	4	4.94
P25,000.00 and above	11	16.18	3	4.41	2	2.47
TOTAL	68	100.00	68	100.00	81	100.00

In relation to the initial gross monthly earning during the BSED graduates' first job after college, data revealed that for BSED Science its 15,000 to less than 20,000 while for BSED English 10,000 to less than 15,000 pesos. Moreover, in the case of BSED Mathematics, respondents had 5,000 to less than 10,000 and 10,000 to less than 15,000 pesos. While these digits sound pleasing, Batangas is known for its culture and oral tradition that whenever first job is offered to a person, he or she has no reasons to decline regardless of how the salary is.

1.14 Awards Received. This pertains to the different awards, recognitions and distinctions received by the BSED Graduates.

Table 16
Awards Received by the BSED Graduates

Awards	SCIENCE F=68	ENGLISH F=68	MATH F=81
Dean's Lister	13	14	14
Latin Honors (Cumlaude, Magna cumlaude)	12	11	4
Non-Academic Awards	0	1	1

As evident in the table relating to the graduates' awards, strikingly, a good number of graduates have performed excellently as validated in their Latin honors received specifically those coming from Science and English. Meanwhile, there were graduates across areas of specialization who were consistently part of the Dean's list. It is also noteworthy to mention those who got their non-academic awards which include classroom officers, leadership awards, and others. In addition, since these graduates have been in the workforce for four to five years, there were no particular awards received as they were in the probationary years and there are lots of skills and work performance they have to exhibit to be recognized as top performing or outstanding individuals in the institutions.

2. Identify the possible reasons for graduates'

2.1 Unemployment. In this study, this refers to BSED graduates' reasons for not having a job after college.

Table 17
Reasons for being Unemployed

Please state reason(s) why you are not yet employed.	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Advance or further study	4	5.88	4	5.88	4	4.94
Family concern and decided not to find a job	1	1.47	3	4.41	7	8.64

Health-related concern(s)	1	1.47	2	2.94	3	3.70
Lack of work experience	6	8.82	0	0	0	0
No job opportunity	2	2.94	3	4.41	5	6.17
Did not look for a job	5	7.36	2	2.94	4	4.94
Other reason(s), please specify	49	72.05	54	79.41	58	71.60
TOTAL	68	100.00	68	100.00	81	100.00

After years of completing the bachelor's degree, BSED graduates have revealed reasons as to why they have not been employed; their reasons ranging from self-employed, with child to look after, not looking for a job, while others are exploring other fields of interest like event hosting. Meanwhile, respondents have also expressed factors of not getting employment due to lack of work experience, health-related concerns and enrolled for further studies.

2.2 Taking the Degree/Program. This implies the reasons expressed by the BSED graduates for pursuing the undergraduate course as well the opportunity to enroll in their graduate studies.

Table 18
Reasons for Taking the Degree/Program

Reason	SCIENC E		ENGLISH		MATH	
	UG	GS	UG	GS	UG	GS
High grades in the course or subject area(s) related to the course	38				17	
Good grades in high school	26		32			
Influence of parents/relatives	18		10		13	
Peer influence	5				7	19
Strong passion for the profession	37	23		17	26	13
Prospect for immediate employment	5	18	21		12	
Availability of course offering in the institution	13		19		4	
Prospect for career advancement		27	35	29	15	18
Affordable for the family	16					
Opportunity for employment abroad		18	39	35	18	37

Legend: UG – Undergraduate GS – Graduate Studies

As regard to the BSED graduates' reasons for completing the course, it is very glaring that they have identified reasons related to good grades in high school, influence of parents as well as the strong passion of the profession. This speaks well of their well-defined thoughts as it is a fact that some are just encouraged or even forced by someone close to them to take up the course. Seemingly, it is good to note that there were really those who had developed passion for the profession and therefore took the chance

to finish the course. This also reflects of their desire to improve competence as they eventually enrolled in their graduate courses. While the results show the commonly-identified reasons, it is also sad in a way noting that some have that plan of working abroad and thus they believed that taking the course will be their advantage.

2.3 Pursuing Advance Studies. It affirms graduates' way of thinking for pursuing advance studies.

Table 19
Reasons for Pursuing Advance Studies

What made you pursue advance studies?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
For promotion	7	10.30	3	4.41	2	2.47
For professional development	40	58.82	32	47.06	40	49.38
Others, please specify	21	30.88	33	48.53	39	48.15
TOTAL	68	100.00	68	100.00	81	100.00

In terms of above criterion, BSED graduates have unanimously expressed pursuance of advance studies for their professional development. This implies how BSED graduates have fully recognized the relevance of taking up Master Degrees in the fulfillment of their profession. They understand that taking up graduate studies will their advantage as they may be open with and provided with countless opportunities and work assignments. Through this, they may be promoted and chances are be entrusted with some managerial or supervisory task and functions. Moreover, a good number of BSED graduates have also responded pursuing advance studies due to other factors like for scholarship purposes, while others have reflected in their assessments of their not pursuing advance studies as of this time.

2.4 Staying on the first job. This validates idea as to why BSED graduates had stayed working in their first job.

Table 20
Reasons for Staying on the First Job

What are your reason(s) for staying on the job?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Salaries and benefits	29	42.65	19	27.94	19	23.46
Career challenge	3	4.41	3	4.41	6	7.41
Related to course or program of study	19	27.94	24	35.29	24	29.63
Proximity to residence	3	4.41	6	8.82	7	8.64
Peer influence	1	1.47	2	2.94	5	6.17
Family influence	2	2.94	0	0	5	6.17

Other reason(s), please specify	11	16.18	14	20.59	15	18.52
TOTAL	68	100.00	68	100.00	81	100.00

For BSED Science graduates, they revealed salaries and benefits, while English and Mathematics graduates have expressed staying on the job because of its relationship with the course they had completed. This only shows that while these professionals have valued the inclination and alignment of their work to the course they had taken they are also practical for considering the such salaries and benefits. This may be true to those whose line of work, among English majors, are into other fields of interest like even hosting and the like. On a deeper analysis, only these two factors remain to be the utmost considerations of these graduates for staying to the job they have.

2.5 Accepting the Job. This implies the reasons why BSED graduates had accepted the jobs being offered.

Table 21
Reasons for Accepting the Job

What were your reasons for accepting the job?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Salaries & Benefits	34	41.46	31	45.59	32	36.78
Career challenge	16	19.51	14	20.59	11	12.64
Related to specific skill	10	12.20	8	11.76	9	10.34
Proximity to residence	2	2.44	10	14.71	7	8.05
Other reason(s), please specify	20	24.39	21	30.88	28	32.18
TOTAL	68	100.00	68	100.00	81	100.00

With respect to the reasons for accepting the job, table revealed that BSED Science, English and Mathematics graduates are unanimous in citing salaries and benefits as the topmost factor for accepting the job. This infers that in recognition of the weight of task, nature of work, it is equally significant and practical to consider remuneration. This is also a gesture of getting points for consideration regardless of the amount they received for the work they do. As educators always claim, teaching does not guarantee a lucrative position, neither will help a person becomes rich, but it's a call of service to the nation and the profession that matters the most.

2.6 Changing the Job. This shows some points and considerations concerning the graduates' idea of changing their jobs.

Table 22
Reasons for Changing the Job

What were your reasons for changing the job?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Salaries & Benefits	32	36.78	28	34.57	37	34.91
Career challenge	19	21.84	16	19.75	23	21.70
Related to specific skill	11	12.64	7	8.64	14	13.21
Proximity to residence	2	2.30	11	13.58	5	4.72
Other reason(s), please specify	23	26.44	19	23.47	27	25.47
TOTAL	68	100.00	68	100.00	81	100.00

Taken into account the ideas previously presented, in terms of graduates' reasons for changing the job, data revealed due to salaries and benefits. While these professionals have understood the value of the profession, their day-to-day expenses and other obligations remain to be another concern to deal with. This may be true as related to other variables which showed other lines of work or business these BSED graduates got into. Other reasons cited include, work environment, and other personal-perceived factors.

3. Ascertain the graduates' perceptions of the programs taken relative to:

3.1 Contribution to Personal and Professional Growth. The study also looked into the program's contribution with respect to the BSED graduates personal and professional growth. As a whole, BSED program has contributed to the graduates' personal and professional growth as exhibited in the weighted mean. This only proves that the program offered by the College of Teacher Education is responsive and relevant to what is needed by the industry. For instance, it is a great help for the college the regular conduct of curriculum revision where they involved alumni, professional organizations and other stakeholders in coming up with a timely and needed curriculum for the undergraduate programs.

Table 23
Contribution of the Program to the Graduates in terms of Personal Growth

Items	WM	VI
1. Provide significant experiences to enhance and develop the academic profession.	3.81	VGE
2. Provides sufficient knowledge and information	3.80	VGE
3. Serve as instrument towards professionalism and academic excellence.	3.77	VGE

4. Expresses one's desire to learn more and uplift the knowledge and ideas, they have learned upon finishing the degree.	3.77	VGE
5. Provides ample understanding and information about education and its innovation.	3.77	VGE
6. Improves teaching abilities led to success in teaching learning process.	3.75	VGE
7. Contributes more teaching experiences and techniques in acquiring knowledge to enhance professional growth.	3.74	VGE
Composite Mean	3.77	VGE

Through the program, the BSED graduates assessed it provided them with experiences to enhance and develop the academic profession to a very great extent. This implies how the college has made sure that BSED curriculum is reinforced by real life application and meaningful learning experiences where students would grasp the skills and competencies expected of them to develop. Moreover, the study also revealed BSED program served as instrument towards professionalism and academic excellence and has improved their teaching abilities. These result show that the value of professionalism remains to be the college utmost priority in developing future teachers and by equipping with knowledge, skills and attitude towards the profession and the larger community they serve. Meanwhile, the program also contributed to the professional life of its BSED graduates to a very great extent.

Table 24
Contribution of the Program to the Graduates in terms of Professional Growth

Items	WM	VI
1. Improves one's self-esteem towards the performance of work.	3.83	VGE
2. Develop positive life skills that enable us to work efficiently in a situation	3.81	VGE
3. Serves as merit to one's personality which can boost his/her confidence which is vital to the profession.	3.79	VGE
4. Establishes one's love and passion towards academic profession.	3.77	VGE
	3.77	VGE

5. Recognizes and reflects one's feeling and emotions in a mature and discerned manner.	3.76	VGE
6. Serve as a motivating factor which can be useful to one's future endeavors in the academic profession.	3.76	VGE
7. Discovers other capacities and potentials which are used in the actualization of Teaching Profession.	3.75	VGE
8. Helps the graduates to build a character by learning the various aspects of academic profession.		
Composite Mean	3.78	VGE

It can be noted that all items in the table were assessed to a very great extent. This simply proves how BSED programs had improved one's self-esteem towards the performance of their work. They got to recognize the value of excellence and vision-oriented as long as they remain in the profession. They also understand that teaching continues to challenge every teacher and thus they have to remain updated and on track with the latest trends and innovations in the academe. This may be true since all teachers in the College of Teacher Education had an active touch with the profession in terms of instruction, research and community involvement. They integrated all latest innovations as part of their teaching and learning process. Likewise, table also revealed love and passion towards academic profession. Indeed, BSED graduates had established the love for students and the profession which would in turn be reflected in the manner how they handle the class, prepare a lesson and establish connection with the audience.

3.2 Relevance of the Curriculum to their First Job. This part of the study has explained the importance of the curriculum taken by the graduates with respect to their first job.

Table 25
Relevance of the Curriculum to the BSED Graduates' First Job

Was the curriculum you had in college relevant to your first job?	SCIENCE		ENGLISH		MATH	
	f	%	f	%	f	%
Yes	56	82.35	52	76.47	65	80.25
No	12	17.65	16	23.53	16	19.75
TOTAL	68	100.00	68	100.00	81	100.00

In relation to whether the curriculum in the program they had taken is relevant to their first job, respondents across all areas have expressed agreement. This implies that the College of Teacher Education has ensured responsive and relevant curriculum higher than the minimum units required by the CMO No. 74 s. 2017. Likewise, the college has its Teacher Education Advisory Council (TEAC) which helped review,

scrutinize, and assess the curriculum set forth in the program. This is also the strong point of the college as its TEAC council involved Professional Organization, Alumni and DepEd among others.

3.3 Competencies Learned in College that are Useful in their Job. It explains the different skills developed when they have taken the program in connection to its usefulness to their present job.

Table 26
Competencies Learned in College

If YES, what competencies learned in college did you find very useful in your first job?	SCIENCE F=68	ENGLISH F=68	MATH F=81
Communication skills	59	61	61
Human Relation skills	28	42	31
Entrepreneurial skills	9	41	14
Information Technology skills	29	39	26
Problem-solving skills	43	40	26
Critical-thinking skills	42	52	17
Other skills, please specify	6	6	3

With respect to the competencies, they had learned in college that they find useful in their first job, BSED graduates have echoed communication skills, followed by problem-solving skills and human relation skills. These skills are vital for every working professional like the BSED graduate to stay fit and ‘in’ with the trends and innovations in the world of education. This also affirmed the College of Teacher Education for providing them with necessary exposure and opportunities to nourish those skills and all the personnel from the official to the teaching and non-teaching staff who all worked hard to bring out the best among these professionals. Truly, the Batangas State University is committed to its dictum, leading innovations, transforming lives and building the nation.

4. BSED Graduates’ Training/Advance Studies Attended

The study also asked the BSED graduates of their recent involvement and seminars/trainings attended. The table below shows the nature of the academic undertaking, number of days and the number of CPD units, whichever is applicable as well as the name of the institution/agency which served as the provider or sponsor.

Table 27
BSED Graduates’ Trainings and Seminars Attended

Academic Undertaking	No. of Days/CPD Units	Provider
Graduate Courses (Master of Arts in English, Mathematics and Science Teaching)		



In-Service Training	3 days	Private Education Assistance
Inset 2023	10 days	Committee (PEAC), Inc.
Basic Computer Literacy	3 days	
Officiating and Coaching for Secondary Chess		
“Upskilling and Reskilling Teaching and Supervision Skills Training”, “Seminar on Educational Innovation and Pedagogies for Teachers of Mathematics Major”, “Computer Skills Development Training: Improving Classroom Learning Thru ICT”	240 hours	CPDCFT Training Center
Master Classes for Grade 7 Teachers Across All Learning Orientation Training on the Updated Junior High School Certification Assessment Instrument	November 25-29, 2024 (5 CPD Units) 2 days - 10 CPD points	National Educators Academy of the Philippines
Empowering Educators through Augmented Intelligence	Navigating Change: Understanding the Transition to the MATATAG Curriculum Implementation Via Zoom Conference - 10 CPD units	
2024 MSP CALABARZON Annual Convention		
Navigating Change: Understanding the Transition to the MATATAG Curriculum Implementation		
Faculty Development Seminar - Teaching and Training Generation Z		
Research Hacks: A Practical Guide in Writing Research Proposal		
Professional Development in MathScore		
Mental Health Seminar for Parents & Teachers		
Orientation of the Anti-Sexual Harassment Act		



Canva AI Magic Studio /MS Teams AI Accelerator Training Session		
The Anti Violence Against Women and their Children Child Protection Policies Training	10 Days - 10 CPD Units	Learner's Right Protection Office and DepEd
PAFTE FREE WEBINAR SERIES ON: "The Teacher as a Person"	April 27, 2024 to May 4, 2024 - 20 CPD units	Philippine Association For Teachers & Educators (PAFTE), Inc.
2024 In-Service Training for Senior High School Teachers (Online)	August 29, 2024 to August 31, 2024 - 15 CPD units	Private Education Assistance Committee
MATATAG Curriculum: Its General Shape and Features	May 18, 2024 to May 18, 2024 - 5 CPD units	Abiva Publishing House, Inc.
Masters of Education Major in Mathematics	August 2024 to Present - completed 9 CPD units	National Teachers College
Basic Computer Literacy	80 hours	Eltech Learning Hub
Child Protection E-learning Course for Educators	May 13, 2024 - June 30, 2024 / 10	Stairway Foundation Inc.
Master Classes for Grade 7 Teachers Across All Learning	November 25- 29, 2024 / 10	National Educators Academy of the Philippines
NEAP Masterclass - Reconceptualizing Teacher Ideology in Multilingual English Language Classrooms: An ACELT SEED Project	November 25, 2024 / 5	EdTech Teacher Training Center
Computer Upskills Training: ICT Integration in the 21st Century Education	August 1- December 25, 2023 / 8	
Applied Behavioral Analysis Training	18 units for Special Education	University of Batangas
Research Ethics & Pedagogies Enhancing Everyday Teaching: Marking Classroom Observation a Tool for Growth	3 Days	St. Bridget College
"Seminar on Educational Innovation and Pedagogies for Teachers of Science Major"	10 days per Training which garnered 80 hrs per training	CPDCFT Training Center
"Upskilling and Reskilling Teaching and Supervision		

Skills Training" and "Computer Skills Development Training: Improving Classroom Learning Thru ICT" Upskilling and Reskilling Teaching and Supervision Skills Training Seminar on Educational Innovation and Pedagogies for Teachers of Science Major Computer Skills Development Training: Improving Classroom Learning Thru ICT The Teacher as a Person "Bridging Learning Gaps and Building Learner Resilience through Phoenix-Sibs MATATAG Curriculum Compliant Instructional Resources" Upskilling & Reskilling teaching & Supervision Skills Training Seminar On Educational Innovation & Pedagogies For Teachers Of Biological Science Major Computer Skills Development Training, Improving Classroom Training Thru ICT Innovative Mindsets: Cultivating Design Thinking in Students CPD training (STEM STRAND & Advancement in integrating technology) Peac Training And Seminar Media Literacy Training School Based Trainings, Book Publishers Training About Matatag Curriculum	160 hours - 10 CPD units 9-12 hours 80 Hours Each Course 8 Hours/ 5 CPD 320 hours 3 days, 10 CPD Units 80 hours / 10 CPD UNITS 20 hours	CPDCFT Training Center, Philippine Association for Teacher Education (PAFTE) St. Bridget College, Batangas City CPDCFT TRAINING CENTER Institutes of Learning for Educators' Advancement and Development in Partnership With Quipper CPD TRAINING CENTER PEAC DICT Khrisholm Hill Christian Academy, St. Bridget
---	--	---

GAD Training The 13th SEAMEO- University of Tsukuba Symposium Division Training of Trainers (DTOT) on Upskilling English Teachers in Language Instruction Contact Center Services	45 hours 36 days, NC II	College, FAITH Colleges, Don Bosco School SDO Batangas City SEAMEO GLEAMS Training and Assessment Center Princeton Science School- Home Of Young Achievers St Bridget College
Child Protection Policy And Data Privacy Act Seminar For Teachers Fire Prevention And Safety Seminar Ensuring Quality Education Through Seamless & Meaningful Learning Experiences: Enrichment, Assessment And Intervention		

The above results emphasized that BSED graduates, though been in their respective workstations for almost four years had been active players as they continue immersing themselves in various fields and organizations. As expected, majority had trainings provided either by Department of Education or the private organization like the Private Education Assistance Committee (PEAC) and the collaboration with PAFTE and some book companies like the Phoenix, Vibal and REX publishing house. Likewise, they also had opportunity in enhancing competence and skills in computer and ICT, upskilling competencies, developing the realm of education as well as the Gender and Development. True enough, they keep on innovating themselves and stay updated with the latest trends in the business whey are part of. They have an open mindset for growth and professional development and continue being asset of the organization and institutions.

5. Conclusion

The BSED graduates have remarkable personal and professional characteristics. Lack of work experience, and health-related concerns were reasons for their unemployment, good grades in high school, influence of parents as well as the strong passion of the profession and due to professional development for taking advance studies. The BSED programs contributed to graduates' growth, the curriculum is relevant, communication, and human relation were very useful in their first job. Lastly, the graduates had commendable trainings and seminars attended.

References

1. Abulencia, A. S., Marasigan, A. C., Raymundo, M. C. Y., Gomez, M. A. C., Aggarao, M. L. B., Bailon, J. V., Villanueva, V. M., & Sabate, R. (2021) Philippine Normal University Alumni Tracer Study. IOER International Multidisciplinary Research Journal, 3(4), 55-64. <https://www.ioer-imrj.com>
2. Andari, S., Setiawan, A. C., & Rifqi, A. (2021). Educational management graduates: A tracer study from Universitas Negeri Surabaya, Indonesia. IJORE: International Journal of Recent Educational Research, 2(6), 671-681. <https://journal.iaeducation.com/index.php/ijorer>
3. Andrin, G., Miñosa, K. & Salinas, J. (2022). Tracer study of St. Paul University graduate school and professional studies for academic year 2015-2021. European Scholar Journal, 3(4), 2660-5562. <https://philpapers.org/rec/ANDTSO-29>
4. Azam, A. (2018). Service quality dimensions and students' satisfaction: A study of Saudi Arabian private higher education institutions. European Online Journal of Natural and Social Sciences, 7(2), pp-275. <https://european-science.com/eojnss/article/view/5331>
5. Bansig, I., & Iringan, E. (2020). A tracer study of the PhdEm graduates of Saint Paul University Philippines (SPUP). International Journal of Humanities and Social Science, 10(12). <https://doi.org/10.30845/ijhss.v10n12p13>
6. Banville, D., White, C. S., & Fox, R. K. (2014). Teacher development during advanced master's coursework and impact on their learning 1 year later. The Physical Educator, pp. 71, 558–579.
7. Bok, D. (2017 September 20). How to improve the quality of higher education. Inside Higher Ed. <https://www.insidehighered.com/views/2017/09/21/how-improve-quality-higher-education-essay>
8. Bueno, D. C. (2017). Employability and productivity of alumni of a private higher education institution's graduate school. Online Submission. <https://eric.ed.gov/?id=ED628749>