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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Graduates Tracer Study: The Employability Status of Bachelor of Elementary Education (BEED) of Sultan Kudarat State University – Kalamansig Campus

Fahad A. Salendab, PhD^{1*}, Richard D. Sanchez, PhD²

¹ Sultan Kudarat State University-Kalamansig Campus, Poblacion, Kalamansig, Sultan Kudarat, Philippines

² ETCOR Educational Research Center - Philippines

Corresponding Author e-mail: fahadabdul163@gmail.com

Received: 20 April 2023

Revised: 20 June 2023

Accepted: 25 June 2023

Available Online: 27 June 2023

Volume II (2023), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study aimed to determine the employability status of the BEED graduates of Sultan Kudarat State University (SKSU) – Kalamansig Campus from 2018 – 2022.

Methodology: The study used the quantitative research design employing the survey questionnaire. The study's respondents are the Bachelor of Elementary Education (BEED) graduates of Sultan Kudarat State University – Kalamansig Campus from 2018 – 2019. A total of fifty-eight (58) BEED graduates participated in this study. Further, the study utilized a modified survey questionnaire used in this study. This questionnaire was patterned from the Commission on Higher Education and was based on reviewing related articles and journals. Descriptive statistics were used, including the frequency and percentage counts.

Results: Results revealed that graduates who took the BEED program with a strong passion for the profession received awards and honors. Most BEED graduates attended the training and advanced studies program and succeeded in the licensure examination for professional teachers. Further, most BEED graduates are locally employed on a permanent teaching position with a monthly salary of P20,000.00 to less than P25,000.00. Further, communication, human relation, critical thinking, research, information, media, and technology, including cooperation and collaboration, as well as leadership, entrepreneurial, numeracy, and persuasion and negotiant skills, are found to be valuable competencies in meeting the demand of the current work or job.

Conclusion: The institution may continually develop these skills by providing relevant programs, activities, and initiatives to further develop these skills among the BEED students. The faculty members may constantly develop these skills through professional growth and development and by updating their syllabi based on outcomes-based education.

Keywords: Employability, Graduates, Elementary Education, Instruction, Tracer Study

INTRODUCTION

Every learning institution has its role in developing the country. Higher education institutions (HEIs) are essential in preparing a nation for global competition by producing competent human capital (Conchada & Tiongco, 2015), as cited by Salendab (2021). Every nation spends primarily and substantially on these institutions to develop and educate its people, ensuring its future.

In addition, the Commission on Higher Education (CHED) fulfills its primary responsibility as the principal leader of Philippine higher education by collaborating effectively with higher learning education stakeholders to develop the nation's human capital and innovative capacity.

Following UNESCO's Sustainable Development Goals (SDG, 2019), higher education institutions should provide responsive, high-quality education to support national development and nation-building. The provision of educational programs can help UNESCO achieve its objectives. This will increase in people capable of achieving the required development. Therefore, this will provide graduates with career prospects.



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P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Numerous educational reforms and school restructuring movements have been initiated to pursue effective education in the United States and abroad in response to the challenges of the twenty-first century, the swift international rise of knowledge-driven economies, and the severe effects of information technology and globalization. Governments and educators must carefully consider how to improve schools, revamp curricula, and better prepare children for the challenges of the new period during this process (Amihan & Sanchez, 2023; Muñoz & Sanchez, 2023; Salendab & Akmad, 2023; Salendab, 2023; Sanchez, 2023a). This is why higher education institutions have developed the Outcomes-Based Education System (OBE) to equip students with the information, skills, and current mentality required for the global arena (Salendab & Dapitan, 2021a; Salendab, 2021; Sanchez, 2022).

It is further argued that while an academic institution's graduates' employability is one way to gauge its effectiveness, the caliber of graduates can also be determined by the facilities and instruction that a higher education institution provides to its students (Salendab et al., 2021). Because of this, the value of higher education is assessed by its capacity to allow graduates to pursue viable occupations and establish a safe, professional path. A college education helps a student develop his or her skills and prepares him or her to be a contributing member of society and a productive citizen (Salendab & Laguda, 2023). Hence, as students, it is vital to determine the multiple intelligences to develop their strengths on what professional path they want to pursue in the future (Singson et al., 2023; Sanchez & Sarmiento, 2020; Sanchez, et al., 2022).

Meanwhile, the employability status of Bachelor of Elementary Education graduates from Sultan Kudarat State University is generally favorable. There is a high demand for primary teachers in the Philippines, particularly in underserved areas, so graduates of this program are in an excellent position to secure employment (Salendab & Dapitan, 2021). Likewise, given the everchanging COVID-19 condition in the Philippines, the University shall ensure that graduates are equipped with the knowledge and skills on health and safety practices in the workplace so that they can adapt to different situations as their health and safety needs are also the paramount concern as professionals in the field working in a diverse environment (Sabando, 2023).

In addition, Sultan Kudarat State University has a strong reputation in the education sector. Its faculty members are best qualified and experienced and have a strong emphasis on practical skills and hands-on teaching experience. This means that graduates of Bachelor of Elementary Education (BEED) have strong foundational knowledge, as well as practical teaching skills that are highly valued by potential employers (Salendab et al., 2023).

Further, Sultan Kudarat State University has a vast network of partner schools and education organizations, which provides more opportunities for graduates to gain employment after graduation. The university provides opportunities for students to participate in internships, teaching assistantships, and other work-based experiences that can further boost their employability status.

On the other hand, the Commission on Higher Education mandates that all higher education institutions should trace the employability status of their graduates as this is considered one of the performance indicators of every higher education institution in the Philippines. Hence, the need to conduct this study is pivotal, considering that it is also one of the documentations required by any higher education accrediting agency.

The Accrediting Agency for Chartered Colleges and Universities in the Philippines, Inc. (AACCUP), which accredits curricular programs in the Philippines, strives to provide a process for and evaluate programs and institutions. Programs that have met the standards and been granted accreditation primarily confer prestige on their member institutions, which are justifiable due to their quality standards and unceasing efforts to preserve them. Therefore, higher education institutions must conduct graduate tracer studies to assess employability performance, job satisfaction, and other crucial indicators of graduates in their chosen fields of expertise.

According to Tutor et al. (2019), implementing tracer studies establishes a link between graduates and their alma mater. Graduates were permitted to evaluate the Curriculum, learning opportunities, and employment prospects. It helps the institution evaluate its capacity to provide high-quality education and generate competent and productive graduates. It aims to establish the Curriculum's efficacy and relevance and the impact of students' learning experiences on post-graduation employment. It assesses the graduates' employment placements and their progress since graduation. According to Aquino et al. (2015), tracing graduates investigates the suitability of a particular institution in meeting the labor requirements of all industries. It was necessary to analyze the level of employment, the unemployment status of recent graduates, the employer perspective, the competency and relevance of graduate employees, and the feelings of both graduates and employers to achieve this objective. The tracer study of graduates may also collect information regarding the Curriculum's applicability and graduates' satisfaction with their academic preparation (Daguplo et al., 2019).

To evaluate the Curriculum's relevance to graduates' employment status, competencies, and skills, HEIs must regularly undertake graduate tracer studies. In addition, Sultan Kudarat State University-Kalamansig Campus is



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preparing for its accreditation evaluation, and one of the AACUP's recommendations is conducting a study on the indicators of the graduates' employability performance over the past five years; therefore, this study is conducted.

Review of Related Literature

The Tracer Study

Gines (2014), as cited by Lacay et al. (2022), asserts that a tracer study gives quantitative structural data on employment characteristics as well as the relatedness of the skills and retrospective evaluation of the programs for curricular improvements. Badiru et al. (2018) emphasize that "tracer study gives useful information for the HEI to analyze, update, evaluate, and enhance program offerings." Through this survey on the cohort of graduates from various programs, courses, and highest levels of education, as well as their employment characteristics, competencies acquired, and skills developed, as well as their feedback, the university and its stakeholders will gain helpful information for enhancing the Curriculum for future challenges.

According to Regmi (2009), performing tracer studies establishes a link between graduates and their alma mater. Graduates were permitted to evaluate the Curriculum, learning opportunities, and employment prospects. It helps the institution evaluate its capacity to provide high-quality education and generate competent and productive graduates. Its purpose is to determine the Curriculum's efficacy and relevance and the impact of students' learning experiences on post-graduation employment. It assesses graduates' employment status and their advanced years since graduation.

Schomburg (2003) states that "graduate survey findings are crucial for analyzing the relationship between higher education and employment." Millington (2001) states, "They provide quantitative structural data on career and employment, as well as information on the professional orientation, experiences, and nature of employment of their graduates." Additionally, the data gathered is a vital sign of the caliber of higher education. Any higher education accrediting body, such as the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACUP), Inc., must require a tracer study of all higher education institutions per the Commission on Higher Education in the Philippines.

The Employability of Graduates

As a graduate enters the workforce, both his or her professional and personal lives will experience significant changes. The transition from the classroom to the workplace involves more than just a shift from the classroom to the workplace (Carvajal & Sanchez, 2023; Dizon & Sanchez, 2020; Salendab & Dapitan, 2021b; Salendab & Laguda, 2023); it also involves professional development, the formation of new social networks, the realization of individual potential, and the independence that comes with being independent. These occasions are defining moments in the lives of young people.

As the number of applications increases, today's young graduates will encounter more competition and difficulties in their search for new work. Consider the following factors while securing and obtaining a job after graduation: The applicants' profiles come first. Gender and age play a crucial role and substantially impact the employability of recent graduates, as some graduates encounter gender discrimination in the workplace and child labor.

The second factor is the outward appearance. According to Kokemuller (2010), hiring managers form their first impressions of candidates in seconds. In addition to their dress and appearance, how they greet and enter the room also contributes to their first impression. A skilled and capable professional's appearance is crucial. Physical appearance influences career opportunities, relative income, and advancement opportunities. Physical and social beauty provides significant advantages in all social interactions, such as securing colleagues' participation, boosting persuasion, and selling items (Meto, 2023).

The third is soft competency. According to Oboza (2017), the main issue with college graduates is not a lack of talent but insufficient competence. "Being a college graduate is no assurance that you are job-ready," he argues. In addition, he stated that a more robust education system offers students early knowledge about available jobs in business. Companies willing to hire recent graduates with rudimentary abilities and train them to meet the company's needs before putting them to work are more adaptable. According to a study by Fay and Frese (2013), as cited by Meto (2023), the initiative has become increasingly important in the modern workplace. Companies need individuals capable of independent thought, self-direction, and initiative.

Ultimately, courageous and adaptable teams and organizations are more likely to innovate and minimize or eliminate competition.



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The fourth requirement is work experience. Internships and on-the-job training are crucial for opening doors to newcomers to the sector. Employers prefer candidates with real-world experience over those who lack it. They prefer to hire people already working in the sector, which expedites training (Meto, 2023).

Objectives of the Study

This study aimed to trace the BEED graduates of Sultan Kudarat State University (SKSU) – Kalamansig Campus relative to their employability status from 2018 – 2022. Specifically, this study sought to answer the following objectives:

1. To determine the socio-demographic profile of the BEED graduates relative to age, gender, civil status, and residence;
2. To determine the academic profile of the respondents relative to reasons for taking the BEED Program, awards and honors, training and advanced studies attended after college level and licensure examination performance;
3. To determine the employment status of BEED graduates relative to reasons for unemployment, place of work, present employment status, present occupation or nature of employment, means of finding employment, job search period, gross monthly income, first job after college, and job level position;
4. To identify the competencies and skills developed by the university in meeting the demands of the present work/job; and
5. To determine the challenges encountered by the BEED graduates.

METHODS

Research Design

This study utilized the quantitative research design employing the descriptive research method and the survey questionnaire to examine the current situation, which is more concerned with what rather than how or why. This method was deemed appropriate because it describes the socio-demographic profile of the BEED graduates, their academic profile, their employment status, and other details about their experiences after graduation in the SKSU-Kalamansig campus from 2018-2022.

Participants

The respondents to the survey include those who received their Bachelor of Elementary Education (BEED) from the SKSU-Kalamansig Campus between 2018 and 2022. For five (5) years, the degree program has produced 75 graduates. The distribution of respondents by year of graduation is seen in Table 1 below. A total enumeration sampling would be used first. However, in this study, convenience sampling was taken into account. Convenience sampling is a non-probability sampling technique for choosing participants based on accessibility and availability. This accessibility is typically measured regarding geographic proximity but may incorporate other accessibility factors, such as known contacts (Frey, 2018). Fifty-eight (58) BEED graduates replied to the survey and participated in the study.

Table 1. BEED Respondents of the Study according to year Graduated.

YEAR GRADUATED	f	%
2022	18	24
2021	0	0
2020	0	0
2019	33	44
2018	24	32
TOTAL	75	100

Research Instrument

The researchers adapted and modified the survey questionnaire used in this study. This questionnaire was patterned from the Commission on Higher Education and was based on reviewing related articles and journals. The first part of this instrument addresses the socio-demographic profile of the BEED graduates, such as age, gender,



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civil status, and residence. The second part addresses the academic profile of the respondents, the third part contains the employment status of the respondents, the fourth part contains the competencies/skills developed by the university in addressing the demand of present work/job, and the fifth part contains the challenges encountered by the respondents.

Statistical Treatment of Data

The data gathered were analyzed using the SPSS software V21x64. Descriptive statistics were used, including the frequency and percentage counts.

RESULTS AND DISCUSSION

Table 2. The BEED Graduates' Socio-Demographic Profile

Socio-Demographic Profile		Frequency	Percentage
Age	21 – 25	44	75.86
	26 – 30	12	20.69
	31 – 35	2	3.45
Gender	Male	9	15.52
	Female	49	84.48
Civil Status	Single	42	72.41
	Married	13	22.41
	Separated/Divorced	1	1.72
	Born a child but not married	2	3.45
Residence	Municipality	50	86.21
	City	8	13.79

Table 2 shows the BEED graduates' socio-demographic profile of fifty-eight (58) respondents according to their age, gender, civil status, and residence.

In terms of age, forty-four (44) graduates, or 75.86 percent, are in the range of 21 to 25 years old, while twelve (12), or 20.69 percent, are in the range of 26 to 30 years old, and two (2) or 3.45 percent graduates are in the range of 31 to 35 years old correspondingly. This data shows that most of the respondents are mainly comprised of young ones, which is similar to the study of Ulanday (2021), whose respondents are mainly 20 to 25 years old. This result implies that BEED graduates are developing careers in the teaching profession (Almejas et al., 2017).

Regarding gender, nine (9), or 15.52 percent, are males, while forty-nine (49), or 84.48 percent, are females. These figures suggest that females dominate the teaching profession in primary education. This finding supports Ulanday's (2021) idea that females dominate teaching.

Regarding civil status, forty-two (42), or 72.41 percent, are single, while thirteen (13), or 22.41 percent, are married. One (1), or 1.72 percent, is separated/divorced, while two (2), or 3.45 percent, belong to born a child but not married. The data show that most of the respondents remained single after graduation. This could be attributed to the fact that the graduates are still young to marry (Ulandaya, 2021).

In terms of residence, fifty (50), or 86.21 percent, live within the municipality, while eight (8), or 13.79 percent, live in the city. This result implies that most of the respondents were employed in the municipality. This could be attributed to the fact that there is high demand for primary teachers in the Philippines, particularly in underserved areas, so graduates of this program are in an excellent position to secure employment. This finding opposes the idea of Oboza (2017), who concluded that graduates chose to stay in the city for future career opportunities.



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Table 3. Academic Profile of the Respondents

Academic Profile	Frequency (n=58)	Percentage (%)
Reasons for Taking the Elementary Education Program		
Strong passion for the profession	58	100
Inspired by a role model	40	68.96
Accessibility of the Program	40	68.96
Availability of the program offering in the school	20	34.48
In demand profession	56	96.55
Opportunities for advanced studies	35	60.34
Influence of parents and relatives	10	17.24
Availability of scholarship grants for the program	16	27.59
Received Awards and Honors		
Institutional Scholarship	10	
Academic Excellence Award	15	
Leadership/Service/Athlete Awards	10	17.24
Award of Distinction	6	10.34
Government Scholarship (DOST, LGU, SUANSING, CHED)	17	29.31
Training and Advanced Studies Attended		
ICT Training	8	13.79
Teaching, Methodology, and Assessment Training	6	10.34
Special Education Training	5	8.62
English Language and Culture Training	10	17.24
Action Research Training	5	8.62
Radio-Based Instruction Training	5	8.62
First Aid Training	3	5.17
Leadership and Supervision Training	4	6.90
MA/MS/ Graduate	7	12.06
Ph.D./Post Graduate	5	8.62
LET Performance		
Passers	35	60.34
Failed	2	3.44
Waiting for Schedule	21	36.21

Table 3 reflects the academic profile of 58 BEED graduates regarding reasons for taking the Elementary Education Program, receiving awards and honors, training and advanced studies attended, and LET performance.

Reasons for Taking the Elementary Education Program. When the 58 respondents were asked about their reasons for taking the Bachelor of Elementary Education, fifty-eight (58), or 100 percent, said it is a strong passion for the profession. Inspired by a role model (40 or 68.96%) and accessibility of the program (40 or 68.96%) were reasons the respondents took up the degree program. Twenty (20), or 34.48 percent, said that it is the availability of the program that encourages them to take up the program. At the same time, fifty-six (56) stated that it is an in-demand program nationally and internationally. Thirty-five (35), or 60.34 percent, mentioned that the opportunities for advanced studies made them take up the program. Ten (10) or 17.24 percent responded that it is because of the parents and relative's influence. Lastly, sixteen (16) or 27.59 percent reasoned that it is because of the availability of scholarship grants for the particular program.

This figure implies that most graduates took the program because of their passion for the profession. This is supported by Salendab et al. (2021), who said that teacher education is preferred by most students taking teacher



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education programs because of their passion for molding the children and articulating values formation among their pupils.

Received Awards and Honors. Fifty-eight BEED graduates received honors and awards. Ten (17.24) institutional scholarships from the Sultan Kudarat State University – Kalamansig Campus, and fifteen (25.86) received academic excellence awards from the same university. At the same time, ten (17.24) received leadership/service/athlete awards, respectively. Six (10.34) received the award of distinction, and seventeen (29.31) were recipients of government scholarships such as the DOST, LGU, SUANSING, and CHED). This implies that BEED graduates are good in academic and non-academic activities. This implies that government agencies support and assist poor, deserving BEED students.

Training and Advanced Studies Attended. Fifty-eight BEED graduates attended the training and advanced studies after receiving their diplomas at the tertiary level. Eight, or 13.79 percent, attended the training related to ICT training. Six, or 10.34 percent, participated in the training on teaching, methodology, and assessment training, whereas five, or 8.62 percent, participated in special education training. Ten, or 17.24 percent, with the most participants, are in English language and culture training. Five or 8.62 percent of BEED graduates attended the training in action research and radio-based instruction. First aid (3 or 5.17 percent) and leadership and supervision training (4 or 6.90 percent) have actively participated by the graduates.

Seven, or 12.06 percent, preferred to study and continue their advanced studies with a Master's degree, while five, or 8.62 percent, preferred to study and have a career advancement in post-graduate degree programs.

This implies that BEED graduates could not afford to be left behind. They continue learning by attending relevant seminars, training, and advanced studies to enhance their professional knowledge, skills, and personal development. Reusia et al. (2020) concluded that most education graduates pursue their advanced studies for professional development and, subsequently, for promotion.

LET Performance. Thirty-five (60.34%) successfully passed the licensure examination for teachers, while two (3.44%) failed the licensure exam, and twenty-one (36.21%) are waiting for the schedule of their exam. Aquino et al. (2015) stated that graduates took and successfully passed the licensure examination for professional teachers.

Table 4. Employment Status of BEED Graduates

Employment Data	Frequency (n=58)	Percentage (%)
Reasons for Unemployment		
Waiting for a permanent position	15	25.86
Lack of work experience	10	17.24
Waiting for the rank result	9	15.52
Prepare to take the LET	9	15.52
No job opportunities	4	6.90
Pregnant	4	6.90
Health issue	2	3.44
Take a break	2	3.44
Unmotivated	2	3.44
Enrolled in TESDA	1	1.72
Place of Work		
Local	50	86.21
Abroad	8	13.79
Present Employment Status		
Regular or permanent	18	31.03
Self-Employed	16	27.59
Contractual	12	20.69
Temporary	8	13.79
Casual	4	6.90
Present Occupation/Nature of Employment		



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Professionals/Teaching/Instruction	33	56.90
Corporate Executives, Managers, and Supervisors	6	10.34
Service workers and shop and market sales workers	6	10.34
Special occupation	5	8.62
Clerks	4	6.90
Farmers, forestry workers, and fisherman	2	3.45
Trade and related workers	2	3.45
Means of Finding Employment		
Walk-in applicant	26	44.83
Through the recommendation of someone	10	17.24
Advertisements	2	3.45
Job Placement Program by the school	5	8.62
Job fair conducted by the LGU	10	17.24
Newspaper/Media	5	8.62
Time Spent Looking Current Job/Present Work		
1 to 6 months	30	51.72
7 to 11 months	11	18.97
12 months to 1 ½ years	6	10.34
19 months – 2 years	4	6.90
25 months – 2 ½ years	3	5.17
31 months – 3 years	2	3.45
3 years to less than 4 years after graduation	2	3.45
Gross Monthly Income		
P25,000.00 and above	3	5.17
P20,000.00 to less than P25,000.00	23	39.66
P15,000.00 to less than P20,000.00	7	12.07
P10,000.00 to less than P15,000.00	10	17.24
P5,000.00 to less than P10,000.00	14	24.14
P5,000.00 and below	1	1.72
First Job After College		
Education	33	56.90
Other Community, Social and Personal Service Activity	5	8.62
Wholesale and Retail Trade, repair of motor vehicles	4	6.90
Financial Intermediation	3	5.17
Private Households with employed persons	3	5.17
Manufacturing	2	3.45
Real State	2	3.45
Public Administration and Defense	2	3.45
Agriculture, Hunting, and Fishery	1	1.72
Fishing	1	1.72
Hotel and restaurant	1	1.72
Transport storage and communication	1	1.72
Job Level Position		
Rank or Clerical	33	56.90
Professional, Technical, or Supervisory	15	25.86
Self-employed	10	17.24



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Table 4 indicates the employment status of BEED graduates relative to reasons for unemployment, place of work, present employment status, present occupation/nature of monthly income, first job after college, first job after college, and job level position.

Reasons for Unemployment. When the 58 respondents were asked about the reason for their unemployment, most (15 or 25.86%) of the respondents' reason was due to their waiting for a permanent position in the Department of Education (DepEd). Lack of work experience is the second reason for the respondents' reason for unemployment (10 or 17.24%). Waiting for rank results (9 or 15.52%) in the DepEd and preparation for taking the LET (9 or 15.52) are the third primary reason for unemployment. Others responded that their reasons are no job opportunities (4 or 6.90%) and pregnancy (4 or 6.90%). Health issues, taking a break, and being unmotivated are also reasons for unemployment (2 or 3.44%). Ulanday (2021) also attributed this case to health-related reasons. Only 1 or 1.72 percent responded as enrolled in TESDA. As evidence, most of the BEED graduates are waiting for a permanent position in the DepEd, and this is highlighted by Gines (2014), who said there seemed to be lacking vacancies or lacking positions or items in the DepEd.

Place of Work. As seen in Table 4, fifty (86.21%) of BEED graduates are employed locally. This is evidenced in the study of Salendab and Dapitan (2021), and Sanchez, Sanchez and Sanchez (2023) that there is a high demand for primary teachers in the Philippines, particularly in underserved areas, so graduates of this program are in an excellent position to secure employment. Eight (13.79%) are employed abroad. This finding is similar to the finding of Lacala et al. (2023), who said that most of the graduates are employed locally, and few have tried their luck to be employed abroad.

Present Employment Status. The BEED graduates' employment status reveals that most are employed and hold regular or permanent positions (18 or 31.03%). 16, or 27.59% are self-employed; 12, or 20.69% are contractual; 8, or 13.79%, are temporary; and 4, or 6.90%, are casual. This data was supported by Reusia et al. (2020), that there are more employed than unemployed graduates. The finding also accords with Cornillez et al. (2021), whose findings revealed that most education graduates hold permanent positions in the government. This further suggests that the BEED graduates produced by the SKSU-Kalamansig campus are more likely to hold a permanent plantilla position.

Present Occupation/Nature of Employment. It indicates that the majority of the graduates whose nature of employment are professionals (33 or 56.90%), while others were employed as Officials of Government and Special-Interest Organizations, Corporate Executives, Managers, Managing Proprietors, and Supervisors 6 (10.34%), Service workers and shop and market sales workers 6 (10.34%), special occupation 5 (8.62%), Clerks 4 (6.90%) Farmers, forestry workers and fisherman 2 (3.45%) Trades and related workers 2(3.45%). Neither of the respondents are a Technical or associate professional, Plant and machine operations and assemblies Laborer or unskilled worker.

According to Pentang et al. (2022), most education graduates were employed as professionals. According to the research, most BEED graduates work in fields related to their field of study. While obtaining the professional license necessary to teach in every institution, the remaining graduates labor in unpaid positions.

Means of Finding Employment. The BEED graduates landed their job as walk-in applicants. This is represented by twenty-six or 44.83%. Another is through the recommendation of someone (10 or 17.24%) and advertisements (2 or 3.45%). Five (8.62%) were able to find their job through a job placement program conducted by the university. The other ten (17.24%) landed their job through job fairs conducted by the Local Government Unit, while five (8.62%) found their job through newspaper/media. Ulandaya (2021) reported that education graduates acquired their work through walk-in applications. This contrasts with Oboza (2017), who determined that more graduates secured a job through referrals.

Time Spent Looking Current Job/Present Work. As reflected in Table 4, thirty (51.72%), BEED graduates spent 1-6 months looking for their present work or current job, while Eleven (18.97%) were able to find their job in 7-11 months respectively. Six (10.34%) found their present work in 12 months to 1 ½ years, while four (6.90%) found their job in 19 months to 2 years. The other 3 (5.17%) BEED graduates found jobs in 25 months – 2 ½ years. The two (3.45%) spent 31 months to 3 years looking for work. Also, the other two (3.45%) spent 3 years to less than 4 years after graduation looking for their work. Cornillez et al. (2021) found out that most of the graduates spent looking at their work within 6 months after graduation.

Gross Monthly Income. Regarding gross monthly income, three (5.17%) have a monthly income of P25,000.00 and above; twenty-three (39.66%) whose gross monthly income falls under P20,000.00 to less than P25,000.00. The Seven (12.07%) BEED graduates have a gross monthly income of P15,000.00 to less than P20,000.00. Ten (17.24%) received a gross monthly income of P10,000.00 to less than P15,000.00, while fourteen



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(24.14%) received a gross monthly income of P5,000.00 to less than P10,000.00. The remaining one (1.72%) received P5,000.00 and below gross monthly income.

The figure affirms the idea of Ulanday (2021), who figured out that more graduates received a monthly income of P15,000.00-P24,000.00, P16,000.00-P20,000.00, and P20,000.00-25,000.00, respectively.

First Job After College. Regarding the first job after college, thirty-three (56.90%) are in education, and five (8.62%) have jobs in other community, special, and personal service activities. The four (6.90%) BEED graduates have wholesale and retail trade, repair, and motor vehicles as their first job after college. Financial intermediation (3 or 5.17%) and private households with employed persons (3 or 5.17%) are among our BEED graduates' first jobs after college. Others have chosen manufacturing (2 or 3.45%), real estate (2 or 3.45%), and public administration and defense (2 or 3.45%) as their first job after college. The BEED graduates considered other first jobs after college, such as agriculture, hunting, and fishery (1 or 1.72%), fishing (1 or 1.72%), hotel and restaurants (1 or 1.72%), and transport storage, and communication (1 or 1.72%), respectively.

The results are similar to the study of Penang et al. (2022), who revealed that most education graduates were employed. Most of them, 33 or 56.90%, were working as professionals. These data show that the BEED Graduates of the college are highly employable, and most are working to the job expected of them after graduation—a high percentage of graduate employment.

Job Level Position. This reveals that most respondents are in rank or clerical positions (33 or 56.90%). In comparison, fifteen (25.86%) hold the job level position of professional, technical, or supervisory, and the other ten (17.24%) are self-employed. This figure also reveals that most BEED graduates hold the position of rank and clerical, which opposes the idea of Lacay and Lombrio (2022), who revealed that most of the respondents hold the position of professional, technical, or supervisory. Besides, the study is supported by Sabando et al. (2023) that most of their graduates were hired in a rank and clerical position in the industry.

Table 5. BEED Graduates' Competencies/Skills Developed by the University in Meeting the Demands of Present Work/Job

COMPETENCIES/SKILLS DEVELOPED	Frequency (n=58)	Percentage (%)
Competencies that are Useful in Meeting the Demands of Present Work/Job		
Communication Skills	58	100
Human Relation Skills	57	98.28
Critical Thinking Skills	57	98.28
Research Skills	57	98.28
Information, Media, and Technology Skills	57	98.28
Cooperation and Collaboration Skills	57	98.28
Problem-Solving Skills	56	96.55
Leadership Skills	56	96.55
Entrepreneurial Skills	55	94.83
Numeracy Skills	55	94.83
Persuasion and Negotiation Skills	55	94.83

Table 5 indicates the BEED graduates' competencies/skills developed by the university in meeting the demands of their present work/job as indicated that among the competencies that are useful in meeting the demands of present work is the communication skills (58 or 100%). This further indicates that they perceived this skill as a beneficial competence in employment. This was followed by human relations skills, critical thinking skills, research skills, information, media, and technology skills, and cooperation and collaboration skills (57 or 98.28%). The result of the study supported the claim of Sabando et al. (2023) that the University had developed the communication and human relation skills of the graduates which are very beneficial to their present job. Further, the skills linked to problem-solving and leadership skills (56 or 96.55%) were discovered to be in the same ranking as a useful learned competency in meeting the demand of present work. Entrepreneurial, numeracy and persuasion, and negotiation skills were the least chosen skills of the BEED graduates that were useful in their present employment.

Similar results were found in the tracer studies of Ulanday (2021), which found that the most practical skills their graduates learned were communication and human relations. Also, the study is supported by Sabando et al.,



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2023 that the University Graduates were developed by the institution to have good communication skills and human resource skills giving them the ability to collaborate with the team and their employer and can provide rapport with their clients on where they served.

Table 6. Problems Encountered by the BEED Graduates in Seeking Employment

PROBLEMS ENCOUNTERED	Frequency (n=58)	Percentage
Ranking in the DepEd	58	100
Lack of work/teaching experience	57	98.28
Accessibility of present job/work	56	96.55
Limited Training Attended	55	94.83
Lack of Eligibility (CSC, PRC)	40	68.97
Limited teaching position	35	60.34
No Master's or PhD Degrees	20	34.48
Political and Social Influence	5	8.62
Unclear Career Goals	3	5.17

Table 6 presents the problems encountered by BEED graduates in seeking employment. Topping the lists is ranking in the DepEd (58 or 100%), lack of work/ teaching experiences (57 or 98.28%), accessibility of present job/work (56 or 96.55%), limited training attended (55 or 94.83%), lack of eligibility (40 or 68.97%), limited teaching position (35 or 60.34%), no master's or Ph.D. degrees (20 or 34.48%), political or social influence (5 or 8.62%), and unclear career goals (3 or 5.17%). The challenges encountered show the vulnerability of the system from which it operates which entails the need for additional resources to improve the service quality and address the utilization gap (Sabando & Alo, 2021; Salendab & Cogo, 2022; Salendab & Dapitan, 2020; Sanchez, 2023b; Sanchez, 2020a), in this case, the graduates faced by many challenges in seeking employment provided direction on what mechanism to enhance their knowledge, skills, and attitude to be employable on their chosen career.

Conclusion and Recommendation

Based on the findings of this study, the researchers concluded that most BEED teachers are female, young, and single. Most of them succeeded in the licensure examination for professional teachers and held permanent teaching positions with a monthly income of P20,000.00 to P25,000.00. They sought employment through walk-in applications and were employed within six months after graduation. The BEED graduates need assistance to be employed in a permanent teaching position. As a result, the SKSU-Kalamansig Campus may establish a job placement program that may assist them in securing employment.

Further, communication, human relation, critical thinking, research, information, media, and technology, including cooperation and collaboration, as well as leadership, entrepreneurial, numeracy, and persuasion and negotiant skills, are found to be valuable competencies in meeting the demand of the current work or job. Thus, the institution may continually develop these skills by providing relevant programs, activities, and initiatives to further develop these skills among the BEED students. The faculty members may continually develop these skills through professional growth and development and by updating their syllabi which are subscribed to the outcomes-based education system.

Since the study is limited only to the number of respondents, an extensive yearly tracer study of various programs is recommended to trace the employability status of the graduates across degree programs.

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P - ISSN 2984-7842
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