
Tracer Study of the Teacher Education Graduates

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ABSTRACT

Tracking the teacher education graduates provides empirical data on the employment profile and competencies of the graduates. This study was conducted to provide data on the employment and competencies of teacher education graduates in 2014-2017 and to determine the relevance of the program's curriculum since this is the first in the campus. Using descriptive survey, a Commission on Higher Education's standardized tracer study questionnaire was answered by 79 purposely selected respondents who majored in any of the teacher education programs, namely Physical Science, Mathematics, and Fishery Technology from October to December 2018. Frequency counts, percentage, ranking and mean were used. Results revealed that majority of the total number of respondents are single professionals working in the government with regular or permanent status. Most of the respondents majored in Mathematics and most Licensure Examination for Teachers passers are from this program. Some of the respondents landed on their first job in less than a month with a gross monthly earning ranging from P 5,000.00 to less than P 10,000.00. Most stay in their job for salaries and benefits and most respondents claim that their job is relevant to the program they took up in the university and they find their learned communication skills to be very useful at work. Teacher education students should be equipped with the necessary skills and knowledge for they contribute to the success of graduates in taking the licensure examination leading towards a stable and secure employment.

Keywords: Tracer study, Teacher education

INTRODUCTION

The Commission on Higher Education (CHED) underscores the value of conducting graduate tracer studies in higher education institutions. In fact, an institution cannot obtain CHED's Certificate of Program Compliance unless a tracer study was conducted for the program. Furthermore, state universities and other higher education institutions subjecting their programs to accreditation must comply with this formal requirement to measure the programs' effectiveness⁽¹⁾. Tracer studies allow the researchers to systematically analyze the lasting effects of an intervention to people's lives⁽²⁾.

Conducting a teacher education graduates tracer study of the Eastern Visayas State University Carigara Campus (EVSU-CC) will be beneficial to the institution as results will inform the institution if it is successfully producing industry ready graduates or not. If it is the latter, the institution has to design interventions and take measures to address the challenge to produce long-term results, and thus this study seeks to establish an empirical evidence for this purpose.

Goal

The Bachelor of Secondary Education graduates tracer study of the Eastern Visayas State University Carigara Campus in years 2014 to 2017 seeks to provide empirical data on the employment and competencies of these graduates to determine the relevance of the program's curriculum. Specifically, it provides the general profile of the EVSU-CC graduates; ascertains the employment profile of the respondents; illustrates the relevance of the first job to the course; and identifies college competencies very useful on the first job.

METHODS

This study employed the descriptive survey in tracing the Eastern Visayas State University Carigara Campus teacher education graduates. Respondents were the graduates conferred with the degree Bachelor of Secondary Education specializing in any of the three programs, namely, Physical Science, Mathematics, and Fishery Technology (major in Fish Processing, Aquaculture, and Marine Capture) at the Eastern Visayas State University Carigara Campus from 2015 to 2017. Convenient sampling was employed in the study for it is bounded within 3-month period.

The researchers used the Commission on Higher Education’s standardized tracer study questionnaire. The questionnaire is consist of biographical data, educational background, trainings and advanced studies after college, employment data and competencies relevant to the first job.

An online survey using the Commission on Higher Education’s questionnaire was created utilizing the Google forms to reach prospective respondents who are active on-line. Also, the researchers created a social media accounts intended for this study for the respondents for wider dissemination. Education students were also requested to field the questionnaires to Education graduates from 2014 to 2017 of the university.

The gathered data within the 3-month period (October to December 2018) were statistically analyzed with frequency counts, percentage, mean and ranking were used to describe the phenomenon of employment and performance in licensure of the graduates.

RESULTS

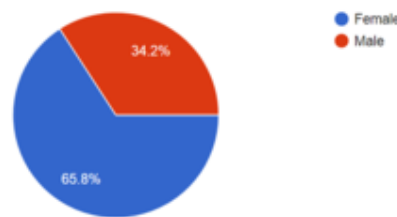


Figure 1. Sex of the respondents

Table 1. Research respondents and retrieval rate

Course	Number of graduates 2014-2017	Number of respondents	Retrieval rate
BSEd major in mathematics	129	37	28.68%
BSEd major in physical science	262	25	9.54%
BSEd major in fishery Technology	215	17	7.90%
Total	606	79	13.04%

Table 2. Respondents per year

Year	Number of Graduates (Three Education Programs)	Number of Respondents	Percentage
2014	80	10	12.5%
2015	107	9	8.41%
2016	126	22	17.46%
2017	193	38	19.69%

Table 3. Respondents' passed the professional examinations

Name of examination	Number of passers
Licensure examination for teachers	29
BSEd major in mathematics	16
BSEd major in physical science	5
BSEd major in fishery technology	2
Civil service examination (professional)	2

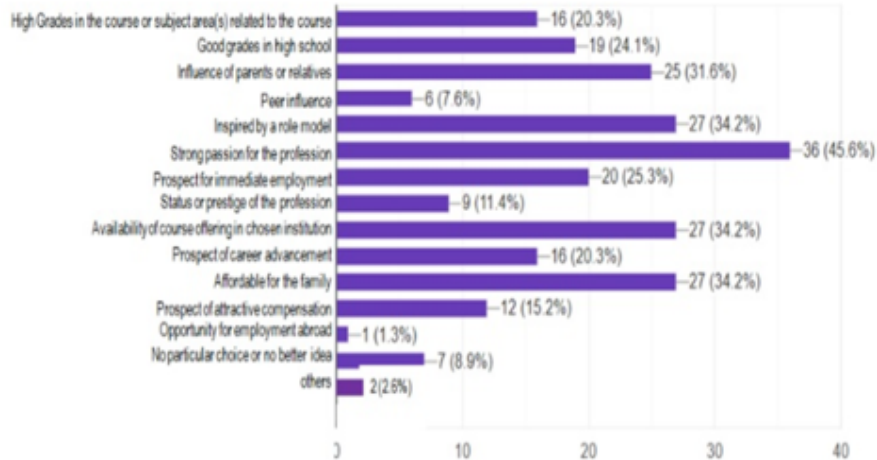


Figure 2. Reasons for Taking the Course

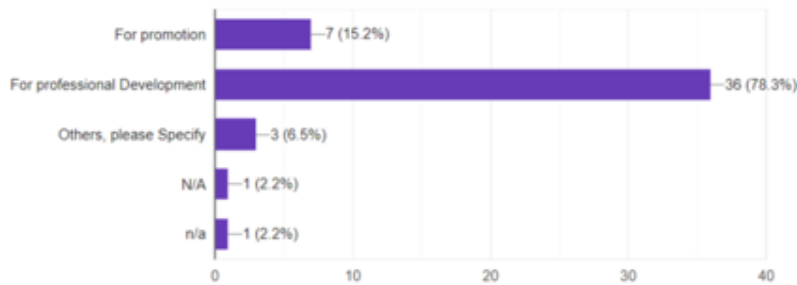


Figure 3. Reasons for pursuing advanced studies

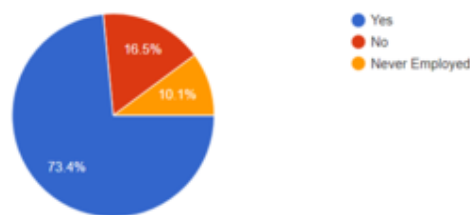


Figure 4. Current employment status

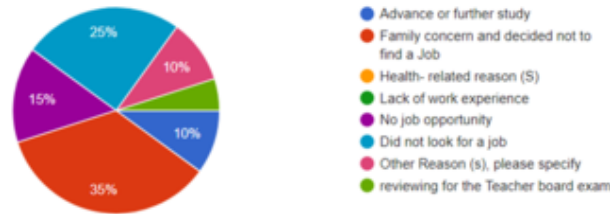


Figure 5. Reasons for unemployment

Table 5. Current employment status (n=60)

Current employment status	f	%
1. Regular or permanent	34	57.63
2. Temporary	12	20.34
3. Casual	0	0
4. Contractual	11	18.33
5. Self-employed	3	5.08

Table 6. Occupational classification (n=71)

Occupational classification	f	%
1. Officials of government and special interest organizations	1	1.45
2. Corporate executive or manager		
3. Professionals	51	71.01
4. Technicians an associate professionals	1	1.45
5. Clerks	6	8.70
6. Service workers and shop and market sales workers	7	10.14
7. Farmers, forestry workers and fishermen	0	0
8. Trades and related workers	1	1.45
9. Plant and machine operators and assemblers	0	0
10. Laborers and unskilled workers	0	0
11. Special occupation	4	5.80

Table 7. Employers of the teacher education graduates (n= 52)

Type of employment	Number of employed graduates
Government	35
Private	17



Figure 6. Place of work

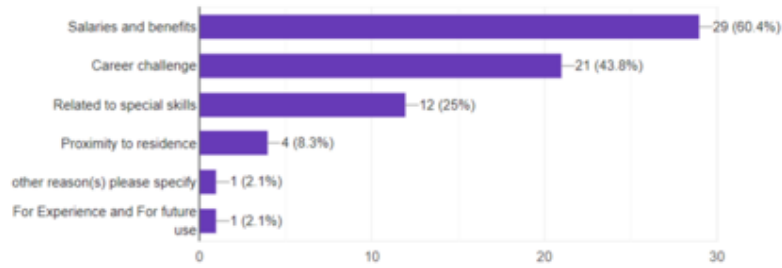


Figure 7. Reasons for staying on the job

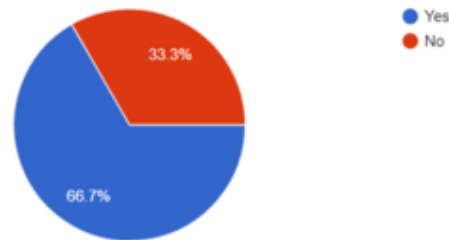


Figure 8. Relevance of the first job to the course (N=63)

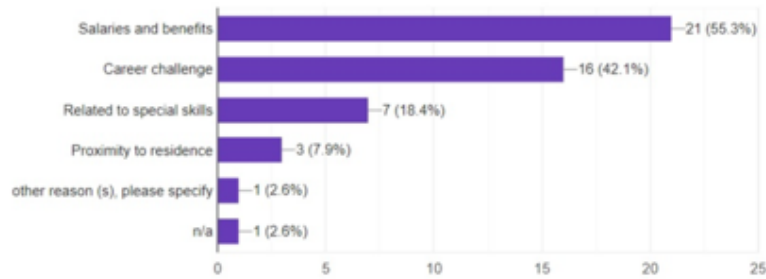


Figure 9. Reasons for changing job

Table 8. Length of stay in the first job (n=55)

Duration of stay on the first job	n	%
Less than a month	1	1.9
1 to 6 months	11	20.4
7 to 11 months	11	20.4
1 year to less than 2 years	17	30.9
2 years to less than 3 years	4	7.4
3 years to less than 4 years	4	7.4
Others		
1 week	1	1.9
Just started	1	1.9
Completed the contract	2	3.7
Got regularized on the first job	2	3.7
Never been on a job	1	1.9

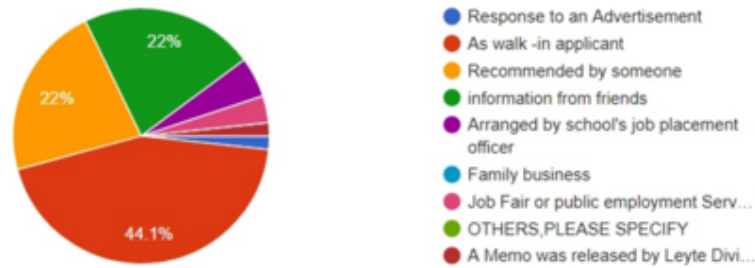


Figure 10. How the graduates found their jobs (n=59)

Table 9. Time frame prior to landing on the first job (n=63)

Time frame prior to landing on the first job	n	%
Less than a month	14	22.2
1 to 6 months	22	34.9
7 to 11 months	9	14.3
1 year to less than 2 years	17	26.2
2 years to less than 3 years	3	4.6
3 years to less than 4 years	0	0

Table 10. Job level position (first job n=58); (current job n=50)

Job level position	First job		Current job	
	n	%	n	%
Rank or clerical	19	32.76	9	18
Professional, Technical or Supervisory	33	56.9	36	72
Managerial or Executive	0	0	1	2
Self-employed	6	10.34	4	8

Table 11. Initial monthly gross earning in first job (n=66)

Initial monthly gross earning in first job	n	%
Below P 5,000.00	7	10.6
P 5,000.00 to less than P 10,000.00	25	37.9
P 10,000.00 to less than P15,000.00	14	21.2
P 15,000.00 to less than P 20,000.00	7	10.6
P 20,000.00 to less than P25,000.00	13	19.7
P 25,000.00 and above	0	0

Table 12. Relevance of the program to the job (n=63)

Relevance of the program to the job	n	%
Yes	42	66.7
No	21	33.3

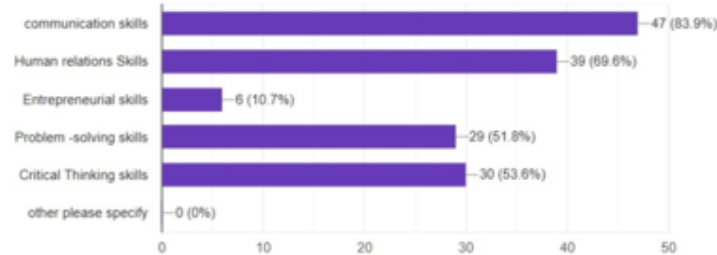


Figure 11. Learned competencies very useful at work

DISCUSSION

Tracer study is important to every institution to know the whereabouts of its graduates. There were 79 graduates out of 606 respondents who responded in the conducted study. The majority of the total number of respondents is female. Most of the respondents were majors in Mathematics and most were Licensure Examination for Teachers passers from this program and graduates of the year 2017 while 2 among the respondents passed the Civil Service Exam, Professional Level. Majority of the teacher education program graduates took up the program because of their “Strong passion for the profession.” One participant considered the program as a ticket for employment abroad. Filipinos are highly esteemed in foreign countries. In fact, 1200 teachers in Maryland in 2009 are from the Philippines⁽³⁾. This figure is expected to increase as more and more Filipino teachers are seeking greener pasture abroad. The majority of the respondents (78.3%) pursued advanced studies for their “Professional Development” while 15.2% enrolled in an advanced program to be promoted at work.

Almost 74% of the respondents are currently employed while 10.1% were never employed at the time of study due to either personal or family related concerns. Out of 79 respondents, 34 were employed as regular or permanent employees. There are 71.97% or 51 of them whose occupation classification is professionals and they are working in the government. Out of 52, there are 35 respondents who are affiliated in educational institutions with the highest number at the Department of Education deployed in different high schools in Region VIII which indicates that all respondents are working in the locality.

The teacher education graduates have varied reasons for staying on the job. Salaries and benefits is the number one reason which is consistent with another study’s findings⁽⁴⁾ and this is also the most numbered reason for changing the job. Sixty-six percent of them agreed that their first job was related to their program and 30.9% stayed for a year to less than two years. Result is consistent with the findings of a study⁽⁵⁾ where 44% of Cebu Technology main Campus College of Education employed graduates were walk-in applicants. At the Eastern Visayas State University Carigara Campus, 44.1% were hired as walk-in applicants, while some were recommended by someone and informed by friends both consisting 22% of the total respondents.

A period of 1-6 months is the common among the respondents when they found their first job. Most of them had professional, technical or supervisory positions both on their first and current job. Out of 66 respondents, 25 or 37.9% had the initial monthly gross earnings of P 5,000.00 to less than P 10,000.00 followed by 14 or 21.2% who earned P 10,000.00 to less than P15,000.00 and thirteen or 19.7% earned P 20,000.00 to less than P25,000.00. Among the learned competencies at school, communication skills are top on the list to be very useful at work. The same result can also be seen in the study⁽⁶⁾ on the tracer study of PNU graduates. This is followed by human relation, critical thinking, problem-solving, and entrepreneurial skills, respectively. Therefore, it is evident that skills learned in the institution are much helpful in execution in their jobs.

CONCLUSION

There was a low retrieval rate for the collecting period lasted only for 3 months from October to December 2018. Only those questionnaires that were returned within the period of the conduct of the study were used in the analysis to obtain the employability of the graduates of the university. Data retrieved were immediately consolidated and interpreted. Female professionals working in the government with regular or permanent status were the majority respondents of the study. Most of them majored in Mathematics and most Licensure Examination for Teachers passers are from this program. Some of the respondents landed on their first job in less than a month with a gross monthly earning ranging from P 5,000.00 to less than P 10,000.00. Salaries and

benefits are the reason why most respondents stay in their job and most respondents claim that their job is relevant to the program they took up in the university and they find their learned communication skills to be very useful at work. This implies that teacher education students should be continually equipped with the necessary skills and knowledge for they contribute to the success of graduates in taking the licensure examination leading towards a stable and secure employment. It is suggested to conduct the study in a longer period of time special some respondents are working in distant working places or some are employed outside the region.

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