

Tracer Study of Bachelor of Secondary Education Specialized in Music, Arts, Physical Education and Health at Batstateu-Malvar

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Abstract: It is essential to conduct tracer study in any specialization, it is very essential tool to know the current status of the university graduates. This study aimed to determine the employability status of Bachelor of Secondary graduates specialized in Music, Arts, Physical Education, and Health at Batangas State University JPLPC-Malvar. To identify the graduates' reason for taking the course or pursuing the degree and advance studies, to determine the number of graduates who are currently employed, to identify graduates reason why they are not currently employed, to determine the relevance of the following to the graduates first job.

The study employed a questionnaire as the principal tool in gathering data. It was used to determine the current status of the graduates for A.Y. 2017-2018.

The majority of the respondents' reason for taking the course and pursuing the degree and advanced studies is because of having a good grade, 12 of the respondents are employed and 1 of them are not. The reason of not being employed is because of taking an Advance and further studies. 12 of the respondents who are employed are currently employed on the job this is very much related to the field of specialization they have been graduated. It can be attributed to the fact that all of the graduates MAPEH majors are currently working based on what field they have graduated.

Keywords: tracer study, secondary, education, specialized, music, arts, PE and health.

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I. Introduction

Education is one of the most important things that every person should have. Education is the stepping stone to have a better life goal. It is the process by which every person commits themselves to education to develop their skills and knowledge that will help them to survive in the near future. Today's education is extremely important. Citizens of the world need to learn their way of sustainability since the present knowledge acquired by educated people is not yet enough to solve particular issues about global, environmental, societal and economic situations. Like any other countries, Philippines has its philosophy of education which controls and shape all works in school. The 1987 constitution of the Philippines, Article XVI; Section 8 mandates all public and private schools in the country to pursue in the development of every child regardless of social status. The society sets the standards of education that

leaves a remarkable impact in furnishing future for betterment of the people. Education has apart in the development process and because of this, it has achieved different aspects like quality, relevance, efficiency and application that the society needs.

Some of the graduates did not achieve their chosen course because their parents want them to take other. The challenge is that the child did not want the program that he/she took because they do not plan for it, they do not sure on it, and they just took the qualifying exam upon entering the University. Some people who are lucky, definitely in the minority to know exactly what they want to be. Most people of the college age are confused upon choosing the best program/course to take. "Decision making" is very important in taking the best program to take and this is one of the many issues that the graduates are still unemployed because their field of specialization because they do not want the courses that they took.

Job opportunity is used by recruiters when they are trying to convince you to apply for a job. They are trying to convey a feeling that this is a rare "opportunity" that you should snatch quickly, otherwise you will regret for the rest of your life. One of the biggest issues that are facing young people today is finding a job more specifically, to have a good job. Better Job opportunities begin with self-decision, risk taking, and the wants of every individual upon choosing the best courses that they want to take, for graduates today are highly but this position is not reliable to what they have achieved. Risk taking result for high and assured decision making.

Pagoso (2016), state that in view of low literacy rate in rising unemployment in developing countries it has become imperative that greater educational opportunities should be provided for the great proportion of other population as well as the large number of youth outside the formal school system to help acquire further knowledge and skill thereby improve their livelihood and strengthen the country. Teacher-based or students-based learning if they improve their study well enough to improve their lifestyle, sometimes they have called an effective teacher to have effective students.

Effective teacher provides a productive student. In fact, research shows an inspiring teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention. How to train and support both new and experienced educators. The best teacher preparation program emphasizes subject matter mastery and provide many opportunities for student teacher to spend in time in real classroom under the supervision of an experienced mentor. Just as professionals in medicine, architecture, and law have opportunities to learn through examining case studies, learning best practices, and participating internships, exemplary teacher and- preparation programs allow teacher candidates the time to apply their learning theory in the context of teaching in the real classroom. Many colleges and university include an emphasis on content knowledge, increased use of educational technologies, creation of professional-development school, and innovative training programs aimed at career switchers and students who prefer to earn a degree online (Edutopia 2008).

The learning outcomes of the student is based on teacher's quality of teaching. Teacher teaches, assesses and evaluates the learning outcome of their students. They should be the role model that the students should follow and should listen to what they want the students what to do. They should be open-minded in every situation that the teachers and students encountered. They should have goals and objectives to that the students do and stimulate different factors of learning that results the learning outcomes qualified.

Teaching is not easy compared to the normal human life. It is incomparable. It entails great sacrifices whose eventual reward is priceless. They do not stand there in front just to teach, caring and looking after the students' welfare are their major responsibilities. Teachers strive to touch and change their lives too. Educational facilities are considered indispensable to a school, they do not only provide housing for the school but also serve as facilitating agents for all the educational activities that take place in a school. The availability of safe, secured, adequate and satisfactory educational facilities (i.e, site, building, furniture and equipment) is one of the most important prerequisites in learning. Sites should be assessed in terms of its vulnerability to various geological and hydro meteorological hazards. The primary function of educational facilities is to provide the proper conducive learning environment for the effective teaching and learning. It shall be responsive to changes in teaching methods and school organization taking into consideration the changes in educational process which has become more active, interrelated, and has become an integral part of the community. With this, education and training policies must exhibit effort to reduce unemployment opportunities as widely as possible. Employment as economic issue cannot be detached from the social cultural and even political context of individual country.

The College of Teacher Education at BatStateU JPLPC-Malvar, has the primary goal to develop future elementary, secondary and technology school teachers who are imbued with the ideals of humanist, with the sense of respect for the advancement of Philippine life and culture with a genuine desire to facilitate learning with excellence and global competitiveness.

Philippine is known to have a huge percentage of unemployment rate. These are the people who are not employed due to different reasons. Those qualified people are the only ones absorbed in the available job opportunities. In that case, a rising population of the unemployed has been the problem among the university graduates who experienced mismatch between higher education and labor market. To solve this problem, tracer study of Bachelor of Secondary Education graduates specialized in Music, Arts, Physical Education and Health at Batangas State University JPLPC - Malvar was conducted to know their position in the job market.

In general, tracer study is an approach which is widely used in most organization especially in education institution to track and to keep record of their student once they have graduated from institution. It is the follow up of graduates of higher education institutions. Its aim is to evaluate one's progress up to the time he or she gets a job. This study assesses the availability and quality of graduates.

Further, tracer study surveys mostly used by higher education institutions (HEI's) to follow up on their graduates. This finds out what the graduates doing in so far as the education and training have received from their alma mater. Surveys are written, and are usually sent online to a random sample after one to two years of the alumni's graduation from the institution. The researchers utilized this study to find out how adequate is the training provided by the College of Teacher Education at Batangas State University JPLPC-Malvar for the overall performance in achieving their career. The result of the study may serve as baseline data for the College of Teacher Education in planning activities.

1.1 Objectives of the study

The study aims to assess the employability of BatStateU graduates from AY 2016-2017, hence, the researchers sought to answer the following questions.

What is the profile of the graduates in terms of sex, age, and civil status? What are the graduates' reasons for pursuing the degree or advanced studies? How may the current employment status of the graduates be described? What are the reasons why the graduates are not employed? What is the employability of the graduates in terms of waiting time for the first job, number of jobs since graduation, employment status, present occupation, gross monthly income, present employer, nature of work, place of work, and number of employees in present company / organization, length of service and position / designation in present job? What is the graduates' source of information about their first job? How may the graduates' present job be described along the following graduates' course/degree, curriculum graduate had in college, competences acquired from the University. What is the graduates' assessment on satisfaction in the present job in terms of intention to stay in present job, reason for staying on the job and reason for changing job?

2. Methodology

To gratify the researchers' objectives, descriptive-correlational research design was utilized. Descriptive Method was conclusive in nature as opposed to exploratory. This means that descriptive method gathers quantifiable information that can be used for statistical recognition on the target audience through data analysis. This type of research takes the form of closed-ended questions, which stint its skills to provide unparalleled insights. (Penwarden 2014) believed that descriptive method was ethical to this study and find out or to specify the significant relationship between the respondents' profile in terms of employment characteristics not only the characteristic but need to focus the spectacular ability of the employment in what they have and what they did. The innovation of employment and their degree of satisfaction.

The respondents of this study are the graduates of Bachelor of Secondary Education major in Music, Arts, Physical Education and Health A.Y. 2016-2017, who were contacted through mobile phone numbers and also through personal interviews. The researchers used a formulated questionnaire provided by the University in order to gather information from the respondents.

The questionnaire includes the profile of the respondents in terms of sex, age, civil status, location of the respondents. In order to collect information, the researchers made a separated questionnaire that was answered by the respondents.

The purpose of the study and the instruction in answering the questionnaire were carefully explained to the respondents. The researchers retrieved the questionnaire for scoring, analysis and interpretation of data. With the help of the statistician the collected information were tallied, analyze and interpreted to come up with the appropriate recommendations.

3. Results and Discussions

This chapter covers the presentation of the tables, the results of the study and the interpretation of all the gathered data. It includes the presentation, analysis and interpretation of the results done by the researchers. Discussions were organized based on the statement of the problem of this study.

3.1 Profile of the Respondents

In relation to the statement of the problem specified in the present study, the researchers determined the respondents' profile. It included sex, age and civil status.

Table 1. Frequency and Percentage Distribution of the Respondents according to Sex

Sex	Frequency	Percentage
Male	10	77
Female	3	23
Total	13	100

The table exposes that majority of the respondents were male. Out of total sample of 13, there were 10 or 77% male and 3 or 23% female. Greater number of male respondents is revealed. This numerical disparity can be attributed to the fact that males tend to engaged themselves more in sports education than females do.

Kluger F. (2016) in his article stated that the female has a short period of free time than men mostly women spend their leisure in basic physical activities that may result of low level performance in sports. While men spend their leisure in heavy work out experience that may result of high level performance so that male encourages more male to play different sports than female.

Table 2. Frequency and Percentage Distribution of the Respondents according to Age

Age	Frequency	Percentage
25 – 29	2	15
20 – 24	11	85
Total	13	100

The table presents that 2 or 15% of the graduates are 25-29 years old and 11 or 85% of the graduates are 20 to 24 years old. This table showed that most of the graduates are at the age of 20 to 24 and can be attributed to the fact that these teachers are fitted to teach MAPEH subjects.

According to Aguilar (2016) the employees who had high job satisfaction are those teachers at the ages 20-24 years old. The results of the correlation analysis revealed that there was positive relationship between the age of the teachers and their job satisfaction that the individual has developed a stable identity, he/she moves into the adult world seeing a partner with whom to share friendship, and intimate feelings, failing which, she sinks into exclusivity, elitism, isolation, or other forms of non-intimate social relations.

Table 3. Frequency and Percentage Distribution of the Respondents According to Civil Status

Civil Status	Frequency	Percentage
Single	12	92
Married	1	8
Total	13	100

Table 3 shows the civil status of the teacher education graduates. It reveals that 12 or 92% of the respondents are single while 1 or 8% of the respondents is married. This result can be attributed to the fact that single are more committed to their jobs. According to Concannon (2018) there are so many aspects of life to worry about that being in a relationship is really at

the lower end of the spectrum of priorities. Finding a job after college is a difficult process, and it's ongoing.

3.2 Reasons for Pursuing the Degree and Advanced Studies

Another variable which was determined is the reason of the respondents in pursuing the degree and advanced studies. It was analyzed and interpreted using frequency, percentage and rank.

Table 4. Reasons for Pursuing the Degree and Advanced Studies

Reasons for Pursuing the Degree and Advanced Studies	Frequency	Percentage	Rank
Good grades	4	14	3.5
Peer Influence	4	14	3.5
Strong passion for the profession	9	32	1
Status or prestige of profession	0	0	9.5
Prospect of career advancement	1	4	7
Prospect of attractive compensation	0	0	9.5
Influence of parents	3	11	5
Inspired by role model	5	18	2
Prospect for immediate employment	0	0	9.5
Availability of course offering in chosen institution	0	0	9.5
Affordability for family	2	7	6

Multiple Responses

The table showed that 9 or 32% of the graduates are engaged in teaching with passion while their other reasons are to teach with influence, inspired by role model, affordability of course offering in chosen institution and prospect of career advancement. This implies that the reason for pursuing the degree and advanced studies is their strong passion for their profession.

According to Mart (2013) strong passion matters in that it motivates and inspires the teachers. It is a motivational factor that affects teacher performance. It drives the teachers for a better student accomplishment. Passionate teachers create an effective learning environment and increase learning potential of students. Passion leads to creativity; therefore, passionate teachers have the ability to think and produce new notions in an easy way. Passionate teachers are committed and dedicated to their schools and a good education achievement is an outcome of this commitment and dedication.

Number of Graduates who are Currently Employed

In the study conducted, the researchers determined the employment status of the graduates. It was analyzed and interpreted through frequency and percentage.

Table 5. Frequency and Percentage Distribution of the Respondents according to Current Employment Status

Current Employment Status	Frequency	Percentage
Employed	12	92
Not Employed	1	8
Total	13	100

Table 5 presents the respondents' current employment status. It is showed that 12 respondents or 92% were employed at the time the study was conducted and 1 or 8% were not employed. This clearly shows that education graduates who specialized in MAPEH were employed. Alcayde *et al.*,(2009) their study revealed that graduates reamed their graduated degree, worked as classroom teachers and were employed in public school with permanent work status. The graduates did not wait for more than a year to be employed because their where satisfied with their present occupation.

Reasons why Graduates are Not Currently Employed

In the study conducted, the researchers determined the reason why the graduate is not currently employed. It was also analyzed and interpreted through frequency and percentage.

Table 6. Reason why the Graduate is Not Currently Employed

Reason why the Graduate is Not Currently Employed	Frequency	Percentage
Advance or further studies	1	100
Lack of job experience	0	0
Did not look for a job	0	0
Family concerns and decision not to find a job	0	0
No job opportunity	0	0
Health – related reasons	0	0
Total	1	100

Multiple Responses

The table showed that 1 of 13 graduates is not currently teaching. This can be attributed to the fact that the graduates' reason why they are not yet teaching is that, they want to have more time in themselves because in teaching process it is more stressful. According to the article presented by Rosero (2012) the DOLE stated that the reasons of the unemployed are lack of experience, skill or license, preference for working abroad, seeking higher salary or problem with location and other reasons. Some graduates are not interested on the job because some of them are influenced or pursued by their parents only.

Employability of Graduates

In the study conducted, the researchers determined the employability of graduates in terms of waiting time for the first job, number of jobs since graduation, employment status, present occupation, gross monthly income, present employer, nature of work, place of work, number of employees in present company, length of service in each job and position in each job. It was also analyzed and interpreted through frequency and percentage.

Waiting Time for the First Job

Table 7 reveals the employability of graduates in terms of waiting time for the first job. It was analyzed and interpreted through frequency and percentage.

Table 7. Frequency and Percentage Distribution of the Respondents in Terms of Waiting Time for the First Job

Waiting Time for the First Job	Frequency	Percentage
More than a year	0	0
6 – 12 months	0	0
2 – 5 months	1	8

Less than 1 month	11	92
Total	12	100

The data showed that 11 or 92% of the graduates waited less than 1 month in their first job and 1 or 8% of the graduates were waited 2 to 5 months in his/her first job. This could be attributed to the fact that respondents immediately look for a job to have an experience in their field of specialization. According to Cehic (2016) showed that graduates must undergo on the job training program which give them experience about the reality on their job. Graduates when applying job must be skilled worker some of the most commonly requested skills are Communication and interpersonal skills (written and verbal), team working, problem solving, planning and organizational skills, drive numeracy, ability to learn and adapt time management.

Number of Jobs since Graduation

Table 8 reveals the employability of graduates in terms of number of jobs since graduation. This employability of graduates was presented through frequency and percentage as revealed in Table 8.

Table 8. Frequency and Percentage Distribution of the Respondents in Terms of Number of Jobs since Graduation

Number of Jobs since Graduation	Frequency	Percentage
Three	0	0
Two	0	0
One (Present Job)	12	100
Total	12	100

The table showed that all the 12 graduates has only one job since graduation. With regard to their present job, they are all working based on what specialization that they have taken. This could be attributed to the fact that respondents have their stable job since they have graduated. A study conducted by Archer (2018) job-seekers are looking for many different things and approach jobs with varying levels of commitment and enthusiasm. Some might search for a position that allows a steady paycheck and easy work, while others might search for a meaningful future in an industry they're passionate about. This difference defines the distinction between jobs and careers. While your job consists of the tasks you perform daily to earn income, your career encompasses all of your experience, education and future path within a particular industry.

Employment Status

Table 9 reveals the employability of graduates in terms of employment status. This employability of graduates was presented through frequency and percentage as revealed in Table 9.

Table 9. Frequency and Percentage Distribution of the Respondents in Terms of Employment Status in Present Job

Employment Status in Present Job	Frequency	Percentage
Permanent	0	0
Temporary	2	17
Self – employed	0	0

Casual	0	0
Contractual	10	83
Job Order	0	0
Total	12	100

Table 9 reveals the employment status of the graduates in present job. The table showed that 10 or 83% of the graduates are contractual and 2 or 17% of them are temporary working. This shows that most of the graduates' employment status is contractual. This implies that a learning contract is an agreement negotiated between the student and the teacher in order to change the student's behavior and improve their opportunities to learn. Marloos (2005) stated that the use of temporary employment contracts has increased dramatically in Western societies over the last few decades. A wide variety of contracts such as fixed-term contracts, temporary agency work or on call contracts serve the purpose of providing flexibility to employers in a world where employment protection impedes smooth adjustment of the workforce.

Present Occupation

Table 10 reveals the employability of graduates in terms of present occupation. It was analyzed and interpreted through frequency and percentage.

Table 10. Frequency and Percentage Distribution of the Respondents in Terms of Present Occupation

Present Occupation	Frequency	Percentage
Teaching	12	100
Non – teaching	0	0
Total	12	100%

The table showed that all of the 12 respondents are currently teaching. It can be attributed to the fact that most of the graduates are currently teaching. This implies that learning is a continuous process that promote teachers' teaching skills, master new knowledge, develop new proficiency and experience.

It is supported by Muralidharan *et al.*, (2013) that the large-scale expansion of primary schooling in developing countries has led to the increasing use of non-civil-service contract teachers who are hired locally by the school, are not professionally trained, have fixed-term renewable contracts, and are paid much lower salaries than regular civil-service teachers.

Gross Monthly Income

Table 11 reveals the employability of graduates in terms of gross monthly income. It was analyzed and interpreted through frequency.

Table 11. Frequency and Percentage Distribution of the Respondents in Terms of Gross Monthly Income

Gross Monthly Income	Frequency	Percentage
13,000 – 18,000	4	33.33
9,000 – 12,000	4	33.33
5,000 – 8,000	4	33.33
Total	12	100

The table showed that 4 or 33.33% of the graduates has 13,000 to 18,000 Gross Monthly Income and another 4 or 33.33% graduates has 9,000 to 12,000 gross monthly income and the other 4 or 33.33% graduates has 5,000 to 8,000 gross monthly income. The data presented that the 12 respondents have an equal highest income. It can be attributed to the fact that salaries may affect the teacher's performance in their field of specialization. Meador (2018) Performance-based pay originated from a corporate model that bases a teachers' salary on job performance. Higher performing teachers receive more compensation, while lower performing teachers receive less.

Present Employer

Table 12 reveals the employability of graduates in terms of present employer. It was analyzed and interpreted through frequency and percentage.

Table 12. Frequency and Percentage Distribution of the Respondents in Terms of Present Employer

Present Employer	Frequency	Percentage
Jesus Reign Christian Academy	3	25
Tanauan Institute	1	8.33
Talisay Polytechnic Institute	1	8.33
San Guillermo Academy	1	8.33
Saint Benilde International School	1	8.33
STI Tanauan	1	8.33
Lipa Montessori School of Learning Inc.	1	8.33
First Asia Institute of Technology and Humanities	1	8.33
Lyceum of the Philippines University Makiling	1	8.33
Las Piñas Institute	1	8.33
Total	12	100

Table showed that 3 respondents were employed at the same institute at Jesus Reign Christian Academy which composed 3 or 25% of the total respondents and others are employed at different schools. According to STEMNET (2013) or STEMNET , Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability. Employability depends on your knowledge, skills and attitudes, how you use those assets, and how you present them to employers.

Nature of Work

Table 13 reveals the employability of graduates in terms of nature of work. It was analyzed and interpreted through frequency and percentage.

Table 13. Frequency and Percentage Distribution of the Respondents in Terms of Nature of Work

Nature of Work	Frequency	Percentage
Government	0	0
Non – government	12	100
Total	12	100

The data showed that all the 12 or 100% of the graduates are all non-government workers. This signifies that respondents are not currently taking the board examination for teachers. It could be attributed to the fact that all the fresh graduates teachers may only apply first to a non-government institutions.

Place of Work

Table 14 reveals the employability of graduates in terms of place of work. It was analyzed and interpreted through frequency and percentage.

Table 14. Frequency and Percentage Distribution of the Respondents in Terms of Place of Work

Present Employer	Frequency	Percentage
Local	12	100
Abroad	0	0
Total	12	100

The table showed that all of the 12 respondents are working local. This outcome only implies that all the graduates chose to work here in our country because, local government provides better job opportunities. Roberts (2018), cited that local government is a great place to make a living. Many people work in local government to make difference in their communities. Being distance from your family is not easy, so local government provides you a stable job to apply for right after the graduation.

Number of Employees in Present Company/Organization

Table 15 reveals the employability of graduates in terms of number of employees in present company or organization. It was analyzed and interpreted through frequency and percentage.

Table 15. Frequency and Percentage Distribution of the Respondents in Terms of Number of Employees in Present Company/Organization

Number of Employees in Present Company/Organization	Frequency	Percentage
Less than 50	7	58
50 – 99	2	17
100 – 149	1	8
150 and above	2	17
Total	12	100

The table shows the number of employees in present company/organization. The table exposes that 7 or 58% of the graduates revealed that there are less than 50 employees working on the school where they are teaching. 2 or 17% of the graduates stated that there are 50 to 90 employees who are working on the school that they are working and only 1 or 8% of the graduates who stated that there are from around 100 to 149 employees who are working on the school that they are teaching and lastly, 2 or 17% of the graduates stated that there are 150 and above employees who were working on the school that they are teaching. This implies that the graduates are working in a non- government institution.

According to Kennedy (2018) Teachers want to be creative. They want to teach their subject. They want to light the fires of enthusiasm for learning within their young charges. Because private schools adhere to the spirit, but not to the letter of state-mandated curricula, there is

great flexibility in the choice of texts and of teaching methodologies. You don't need a union agreeing to the adoption of this text or that methodology for use in the classroom.

Length of Service in Present Job

Table 16 reveals the employability of graduates in terms of length of service in present job. It was analyzed and interpreted through frequency and percentage.

Table 16. Frequency and Percentage Distribution of the Respondents in Terms of Length of Service in Present Job

Length of Service in Present Job	Frequency	Percentage
1 – 6 months	0	0
7 – 12 months	10	83
13 – 18 months	0	0
19 – 24 months	0	0
25 months and above	2	17
Total	12	100

The table 16 revealed that 10 or 83% of the respondents has a length of service in their present job from around 1 to 6 months and 2 or 17% of them has a length of service of 25 months and above in their present job. It could be attributed that most of the graduates are currently working from the first month up to present.

Colarte (2007) stated that the graduates are very eager to get a job after graduation so that they can help their family or support the schooling of another member in the family. It can be noted that a number of these graduates were able to finish their degree through hard work as a working scholar of the university or by some families.

Position in Present Job

Table 17 reveals the employability of graduates in terms of position in present job. This employability of graduates was presented through frequency and percentage as revealed in Table 17.

Table 17. Frequency and Percentage Distribution of the Respondents in Terms of Position in Present Job

Position in Present Job	Frequency	Percentage
Teacher	12	100
Others	0	0
Total	12	100

From the table presented, it showed that all of the 12 or 100% of the graduates are teachers. This outcome only implies that all of the graduates in MAPEH major are currently working on what field of specialization they had graduated.

In the study of Ramirez et al. (2014), mentioned that a very small number of graduates pursue further studies primarily to satisfy their personal ambition and to assure their career development. Most of the graduates are employed along their fields of specialization, that is, business and entrepreneurial technology graduates go into business-related job, education graduates into teaching and arts and science graduates to their areas of concern.

Graduates' Source of Information about their First Job

In the study conducted, the researchers determined the graduates' source of information about their first job. The gathered data were analyzed and interpreted through frequency and percentage.

Table 18. Graduates' Source of Information about their First Job

Graduates' Source of Information about their First Job	Frequency	Percentage
Response to an advertisement	0	0
Walk – in Applicant	4	34
Recommendation	6	50
Vacancy Notice	1	8
Employment Service	0	0
Internal Position	0	0
Arranged by School Placement	1	8
Family Business	0	0
Information from Friends	0	0
Internet	0	0
Job Fair	0	0
Total	12	100

The table presents that 4 or 34% of the graduates are walk – in applicant and 6 or 50% of the graduates are recommended by the other applicant and 1 or 8% of the graduates discovered that there is a vacancy on the school. This difference can lead to the fact that most of the graduates are applying based upon the recommendation of the others.

4. Relevance of the Program, Curriculum and Competencies Acquired to the Graduates' First Job

This part of the study determined the relevance of the program, curriculum and competencies acquired to the graduates' first job. It was also analyzed and interpreted through frequency and percentage.

Relevance of the Program to the Graduates' First Job

Table 19 reveals the relevance of the program to the graduates' first job. It was analyzed and interpreted through frequency and percentage.

Table 19. Frequency and Percentage Distribution in Terms of Relevance of the Program to the Graduates' First Job

Relevance of the Program to the Graduates' First Job	Frequency	Percentage
Very Much Related	12	100
Not Related	0	0
Total	12	100

Table 19 showed that all of the 12 respondents are working with a very much relevance job to what field of specialization they had. This implies that all of the graduates in MAPEH majors are currently working based on the field of specialization they had taken. Macatangay, L. (2013) stated that most of the graduates landed their job related to their course.

Relevance of the Curriculum to the Graduates’ First Job

Table 20 reveals the relevance of the curriculum to the graduates’ first job. It was analyzed and interpreted through frequency and percentage.

Table 20. Frequency and Percentage Distribution in Terms of Relevance of the Curriculum to the Graduates’ First Job

Relevance of the Curriculum to the Graduates’ First Job	Frequency	Percentage
Very Relevant	12	100
Not Relevant	0	0
Total	12	100

The gathered data showed that all the 12 or 100% of the graduates had their job already with relevance to curriculum. This only suggests that most of the graduates had their job already and it is relevance to what field of specialization they had graduated. According to Dontwi et. al (2015), it stated that curriculum relevance and providing targeted benefits to graduates to enhance the skills and also to improve the performance and strengthen experience of the workers.

Relevance of the Competencies Acquired from the University to the Graduates’ First Job

Table 21 reveals the relevance of the competencies acquired from the University to the graduates’ first job. It was analyzed and interpreted through ranking and mean.

Table 21. Ranking according to Degree of Usefulness in Terms of Relevance of the Competencies Acquired from the University to the Graduates’ First Job

Skills	1	2	3	4	5	6	7	8	9	10	11	12	Mean	Rank
Communication Skills	3	3	1	2	1	1	2	2	2	3	1	4	2.08	1
Human Relation Skills	1	1	4	4	3	4	4	4	1	1	5	3	2.91	3
Entrepreneurial Skills	6	5	6	6	6	6	6	6	6	6	2	6	5.58	6
Information Technology Skills	5	6	5	5	5	5	5	5	5	5	6	2	4.91	5
Problem Solving Skills	4	4	2	3	2	2	3	3	4	4	3	5	3.25	4
Critical Thinking Skills	2	2	3	1	4	3	1	1	3	2	4	1	2.25	2

The table showed that the most of all the ranking is the communication skill. It can attribute to the fact that this is probably because teaching involves dealing with other people and communication skills are very important in this aspect. Having good communication skills is essential in establishing a good interpersonal relationship, and this is a requisite in teaching. Relevant to this, the respondents bared that human relation skills were also useful in their first job. According to the study of Dumlao *et al.*, (2007), the part of the curriculum BEED graduates found most useful in their first job. The importance of communication skills and human relation skills in the teaching job is also reported by Gines in her tracer study of graduates from a normal school in the Philippines.

5. Graduates' Satisfaction in their Present Job

In the study conducted, the researchers determined the graduates' satisfaction in their present job in terms of intention to stay, reason for staying and reason for changing jobs. It was also analyzed and interpreted through frequency and percentage.

Graduates' Satisfaction in their Present Job in Terms of Intention to Stay

Under the graduates' satisfaction in their present job, respondents were asked if they intend to stay or not. The gathered data were analyzed and interpreted through frequency and percentage.

Table 22. Frequency and Percentage Distribution in Terms of Intention to Stay in their Present Job

Intention to Stay in their Present Job	Frequency	Percentage
Yes	9	75
No	3	25
Total	12	100

The table showed that 9 or 75% of the respondents has the intention to stay in their present job while 3 or 25% of the respondents has no intention to stay in their current job. This only suggests that most of the graduates has the intention to stay in their job and they are satisfied to where they are working for now. According to the study of Belsky (2012), one of the many reasons why we are still at our job is that the pay and also the passion upon every employee.

Graduates' Satisfaction in their Present Job in Terms of Reason for Staying on the Job

Under the graduates' satisfaction in their present job, respondents were asked the reason for staying on the job. The gathered data were analyzed and interpreted through frequency and percentage.

Table 23. Frequency and Percentage Distribution in Terms of Reason for Staying on the Job

Reason for Staying on the Job	Frequency	Percentage
Salaries and Wages	5	22
Related to Special Skill	3	13
Proximity to Residence	2	9
Family Influence	2	9
Career Challenge	5	22
Related to Course of Study	3	13
Peer Influence	3	13

Multiple Responses

The table showed that most of the graduate's reason for staying on their job is that the salaries and wages. Their other reason for staying are; related to the special skill of the graduates, proximity to residence, family influence, career challenge, related course of study, and lastly, peer influence.

It can be attributed to the fact that most of the employees' reasons why they are staying for a job is that they are depending it on the salaries and wages they are receiving. According to the study of Belsky (2012), Employees who are staying in their jobs long and for more than

years, describe their work as exciting and challenging. Mostly, people want to be happy and enjoy their lives and also good starting salaries and benefits is a dream come true to a fresh graduate, in that way they enjoy the fruits of their labor.

Graduates' Satisfaction in their Present Job in Terms of Reason for Changing Jobs

Under the graduates' satisfaction in their present job, respondents were asked the reason for changing jobs. It was analyzed and interpreted through frequency and percentage.

Table 24. Frequency and Percentage Distribution in Terms of Reason for Changing Jobs

Reason for Changing Jobs	Frequency	Percentage
Salaries and Wages	3	50
Related to Special Skills	0	0
Proximity to Residence	1	17
Family Influence	2	33
Career Challenge	0	0
Related to Course of Study	0	0
Peer Influence	0	0

Multiple Responses

The table showed that the most reason of the respondents' reason was salaries and wages with a frequency of 3 or 50% and other 1 or 17% is the proximity to residence and 2 or 33% is family influenced. This can be attributed to the fact that salaries and wages may result to change job.

According to the Brownell *et al.*, (2013), the analysis of the American Psychological Association is that people at 18 years and higher are more likely employed full time or part-time, and factors like salaries and benefits, and career challenge when not met in the job will keep these employees unfocused and unproductive especially if it is not their field of interest. Challenging and stimulating work that lead the company's success should keep them and will keep them love the job and be productive.

6. Implications of the Findings

From the analysis of the gathered data the following were the findings of the study 10 or 77% of the graduate respondents are males; 11 or 85% have age range of 20-24 and 12 or 92% are single. Moreover, in assessing the graduates' for taking the degree or course and advanced studies, the findings showed that 9 or 32% of the graduates are engaged in teaching with passion while their other reasons are to teach with influence, inspired by the role model, the affordability of course offering in chosen institution and prospect of career advancement. As to the employment status of the graduates were collected 11 or 92% were employed and 1 or 8% were not yet employed. The graduates' reason why they are not employed is because of lack of passion in the field of specialization that the graduate had graduated. In assessing the graduates waiting time for their first job, the finding showed that 11 or 92% of the graduates waited less than 1 month in their first job and 1 or 8% waited 2 to 5 months in his/her first job. As to the graduate's number of job since graduation, the finding showed that all the 12 graduates had only one job since graduation. In terms of employment status of the graduates, the finding showed that 10 or 83% of the graduates are contractual and 2 or 17% of them are temporary working. As to graduates present occupation, the finding showed that all of 12 respondents are currently teaching.

Next, as to the graduates' gross monthly income, the findings showed that 4 or 33.33% of the graduates has 13,000 to 18,000 gross monthly income and other 4 or 33.33% graduates has 9,000 to 12,000 gross monthly income and the other 4 or 33.33% graduates has 5,000 to 8,000 gross monthly income. As to the present employer, the findings showed that 3 respondents were employed at the same institute a Jesus Reign Christian Academy which composed 25% of the total respondents and others are employed at different Learning Institution. In terms of nature of work of the graduates, the findings showed that all the 12 respondents are working in local. In terms of number of employees in present company/organization, showed that 7 or 58% of the graduates revealed that there are less than 50 employees working on the school where they are teaching and 2 or 17% of the graduates stated that there are 50 to 90 employees who are working on the school that they are teaching and only 1 or 8% of the stated that there are from around 100 to 149 employees who are working on the school that they are teaching and lastly, 2 or 17% of the graduates stated that there are 150 and above employees who working on the school they are teaching.

As to graduate's length of service, the findings showed that 10 or 83% of the respondents has a length of service in their present job of 1 to 6 months and 2 or 17% of them has a length of service of 25 months and above in their present job. In terms of the graduates' position/designation on their job, showed that 12 or 100% of the graduates are all positioned to be a teacher.

In the graduates' source of information about their first job were listed and showed that most of the graduates got their first job through recommendation and others were walk in applicants. The respondents assess the relevance of the graduates' first job as to graduates' course/degree, the findings showed that all of the 12 or 100% of the respondents are working with a very much relevance job to what field of specialization they were graduated. In terms of the curriculum graduates had in college, the findings showed that all the 12 or 100% of the graduates had their job already with relevance to their curriculum and as to the competencies acquired from the University, the findings showed that most of all the working is the communication skill. In assessing the graduates satisfactory in the present job, the study showed the willingness of the respondents to stay in their present job. Nine or 32% of the respondents are willing to stay in the job and three were thinking of looking for other opportunities. In terms of the graduate's reason for staying on the job, the result of the study showed that salaries and wages and career challenge are the main reasons for the majority to stay on their current job, Relevance to their Special Skill, Relevant to their Course of Study and Peer Influence are the other consideration. Proximity to residence and family Influence are least reason to stay in their current job. And as to graduate's reason for changing job, the result of the study showed that the reasons why other respondents prefer to change their current jobs. Salaries and Wages in their current job is the main reason why they prefer to look for another job. Family influence is the second reason for changing and the proximity to residence is the least.

7. Conclusion and Recommendations

Based on the findings from this study, the researchers draw the following conclusions, majority of the respondents are male. It could be concluded that more male is usually engaged in taking up this course because of their higher interest in teaching profession. The reason why most of the students finished their study on BatStateUMalvar was because of the Strong passion for the profession inspired by role model, affordability of course offering in chosen institution and prospect of career advancement. In terms of length of time in acquiring first job, most of them find job right after graduation and some of them land a job in less than

half a year. Sufficient trainings on the area of specialization is necessary in order to be easily employed. Most of the respondents got their first job through recommendations and the remaining respondents are walk in applicants. The job undertaken by the respondents are very relevant to their Program, Curriculum and Competencies Acquired.

In terms of willingness to their current job, most of the respondents are willing to stay at their present job and the remaining respondents are still looking for other opportunities. While the recommendations from this study are following hereby drawn on the preceding conclusions. First, the CTE may conduct a pre-employment seminar or job-hunting seminar among the graduating students to ensure their employment. Batangas State University Administrative Officials, specifically curriculum developers may improve the curriculum on both BSEd and BEd programs, more emphasizing the development of human relation skill and communication skill in every student. Teachers may provide more opportunities or activities for their students that will develop and strengthen skills that are useful in a job that relates to their course of study. Considering relevant variables, future researchers may conduct follow up study of the present study.

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