

A Tracer Study on the College of Teacher Education Graduates of a University in Northern Philippines

Corazon G. Pardo

Jose P. Pichay

University of Northern Philippines

ABSTRACT

Tracer studies provide information to assess the quality of education and training of graduates. This study assessed the 2016 graduates of the University of Northern Philippines-College of Teacher Education (UNP-CTE) along their profile, employment status, competencies learned and most useful work-related subjects, and their suggestions to improve the curriculum. The researchers used the descriptive survey method of research and utilized a questionnaire supported with documentary analysis and an interview to gather data. Facebook, email and cell phone calls were used to reach the 320 respondents. Data gatherers were also employed to distribute and retrieve the questionnaires to the graduates who could not be located thru the above-mentioned means. Required ethical standards such as obtaining permission, maintaining confidentiality and protecting identities were observed. Frequency, percentage and rank were used as statistical tools. Results revealed that the majority of the graduates were 21 years old, female, and licensed teachers or librarians, and mostly single. Quality education and training were provided to the graduates as proved by the employment of most of them in private entities in jobs related to their course within six months after their graduation. Communication-related and practice teaching are most useful subjects to them. The graduates suggested that teaching-learning be focused on skills development and real-life application of the concepts, theories, and principles learned.

Keywords: *competencies, descriptive analysis, employment, Ilocos Sur*

INTRODUCTION

Education plays a vital role in the development of an individual and in the progress of a country. Many individuals enroll in universities or colleges to get a degree and aim to be employed and earn a living after graduation. The teachers of higher education institutions are given the responsibility of equipping the graduates with essential skills, competencies and experiences to prepare them for the world of work to help in nation building.

Higher education responds to three distinct national goals. First, it aims to educate the youth to become active and productive members of society. Second, it seeks to meet and match industry demand with a competent and globally competitive workforce. Finally, through a continuing effort to reach global

education standards, universities aim to increase the quality of human capital and productivity vis-à-vis national and economic progress.

Teacher Education Institutions (TEIs) fulfill a vital role in the global education community. They have the potential to bring changes within the educational systems that will shape the knowledge and skills of future generations (United Nations Educational Scientific and Cultural Organization, [UNESCO], 2014). Quality graduates produced by the TEIs are vital because they will mold the minds of the future generations.

Worldwide, much attention in higher education developments in recent years are focused on to the issue of graduates employability. Employability is defined by Yorke (2004) as a set of achievements-skills, understandings and personal attributes- that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy. He viewed employability not the same as gaining a graduate job; instead it is about the capacity to function successfully in a role and be able to move across occupations, thus remaining employable throughout their life.

The implementation of the K-12 Basic Education Program in the country has posed a challenge to the Teacher Education Institutions because the curriculum is expected to be taught in creative and innovative ways. However, a more significant challenge is the emergence of the ASEAN Mutual Recognition Agreement (MRA) which indicates a more competitive and deregulated educational system, with more pressure on it to assure that the next generations of workers are prepared for some amorphous job market of the 21st century. Future teachers should then be prepared for the world of the profession, entrepreneurship, and higher education for them to meet the needs of the national and global community.

Tracing graduates is a CHED mandate in its National Higher Education Research Agenda (NHERA 2) because it provides evidence of the quality of education delivered as well as other issues that could be associated with the institution itself. In compliance with this mandate, graduate-related studies were conducted in the University by Rabanal (2011), and Rabanal, et al (2012) on the Bachelor of Elementary Education (BEED), Tactay, et. al. (2012) on Bachelor of Secondary Education (BSED), Presto (2012) and Basa, et al (2013) on the Bachelor of Library and Information Science (BLIS), and Mendoza, et al (2013) on the Bachelor of Science in Industrial Education (BSIE).

Other institutions employ tracer studies to identify the strengths and weaknesses of the programs they measure. According to Aquino, et al. (2015), tracer studies on graduates can appropriately provide valuable information to evaluate the results of their education and training. They found out that their graduates were

employed in public schools as professionals, and they considered that their degree was relevant to their first job.

The University of Northern Philippines-College of Teacher Education (UNP-CTE) as Center of Development has its share of this role and the goal of providing quality training among its students. It prepares students wanting to practice the teaching profession. To determine the graduates' profile, employment status, and competencies learned and the subjects that were useful to them in their works, the college had been conducting tracer studies to identify areas for growth and development in the context of quality assurance and the provision of more relevant preparation and training. Any possible deficit in its program offerings as to the suggestions of the graduates can be ascertained and improved. Hence, this study was conducted.

This study aimed to assess status of the 2016 graduates of the UNP-CTE. Specifically, it determined the graduates' profile, employment status and competencies learned and the subjects that were useful in their works. The study also elicited the graduates' suggestions to improve the curriculum.

METHODOLOGY

The researchers used the descriptive survey method of research to trace the 2016 graduates of the UNP-CTE. Total enumeration was targeted, but only 320 (98.16%) graduates responded and were willing to participate during the data gathering period. It was broken down into Bachelor in Elementary Education (137), Bachelor in Secondary Education (99), Bachelor of Science in Industrial Education (81) and Bachelor of Library and Information Science (3).

The researchers utilized a questionnaire that consisted of five parts: Part I gathered data on personal profile; part II is about employment data; part III is a list of competencies learned in college that became useful to the graduates after graduation; part IV is list of subjects taken in the college that were useful after graduation, and part V are suggestions to improve the curriculum.

Documentary analysis of the commencement program and list of graduates at the Registrar's Office was also used to determine the number and home address of the respondents. The researchers primarily used Facebook, email and cellphone calls to reach the graduates. Data gatherers were also employed to distribute and retrieve the questionnaires to the graduates who could not be located thru the above-mentioned means. Ethical considerations such as obtaining permission, maintaining confidentiality and protecting identities were observed in the conduct of the study. The data gathered were analyzed, and interpreted using frequencies, percentages, and ranking to describe the responses of the graduates.

RESULTS AND DISCUSSION

Profile of the 2016 Graduates.

The personal profile of the graduates includes age, sex, civil status, a passer of Licensure Examination for Teachers (LET) or Licensure Examination for Librarians (LEL), and other eligibilities/competencies. The results of the study is presented in Table 2.

The table shows that majority of the graduates are 21 years old (213 or 66.56%), females (227 or 70.94%), and LET or LEL passers (233 or 72.81%), mostly single (303 or 94.69%), and a great number with National Certification (NC II) competencies (93 or 29.06%), and Career Service Professional (44 or 13.75%) and PD 907 (43 or 13.44%) eligibilities. These data would mean that generally, the 2016 Teacher Education graduates completed their course on time and they were prepared for the world of work.

Table 1
Profile of the graduates

Variables	BEED		BSED		BSIE		BLIS		Overall	
	f	%	f	%	f	%	f	%	f	%
Age										
21	76	55.47	88	88.89	47	58.02	2	66.67	213	66.56
22	17	12.41	9	9.09	12	14.81	1	33.33	39	12.19
≥23	44	32.12	2	2.02	22	27.16	0	0	68	21.25
Total	137	100	99	100	81	100	3	100	320	100
Sex										
Male	26	18.98	37	37.37	30	37.04	0	0	93	29.06
Female	111	81.02	62	62.63	51	62.96	3	100	227	70.94
Total	137	100	99	100	81	100	3	100	320	100
Civil Status										
Single	126	91.97	95	95.96	79	97.53	3	100	303	94.69
Married	11	8.03	4	4.04	2	2.47	0	0	17	5.31
Total	137	100	99	100	81	100	3	100	320	100
LET/LEL Passer										
Yes	113	82.48	83	83.84	35	43.21	2	66.67	233	72.81
No	21	15.33	13	13.13	36	44.44	1	33.3	71	22.19
Did not take yet	3	2.19	3	3.03	10	12.35			16	5
Total	137	100	99	100	81	100	3	100	320	100
Other Eligibilities/Competencies *										
CS Professional Examination	26	18.98	18	18.18	0	0	0	0	44	13.75
National Certification II	1	0.73	27	27.27	65	80.24	0	0	93	29.06
PD 907	14	10.22	27	27.27	2	2.27	0	0	43	13.44

*Multiple response

Employment Status of Graduates

Figure 1 shows that a great majority (255 or 80%) of the graduates are employed, 33 (10%) self-employed and only 14 (4%) are never employed. The

remaining six (6) percent is either unemployed now but employed before, self-employed now but employed before, and self-employed after college. This implies that employment rate of the 2016 graduates of the UNP-CTE is very high. This could be associated with the high demand for teachers in the implementation of the K to 12 program in the Philippines.

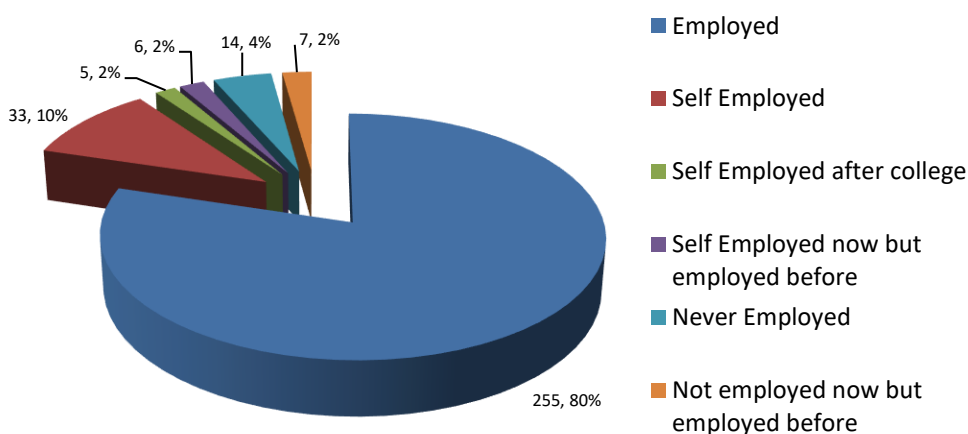


Figure 1. Employment Status of the 2016 Graduates of UNP-CTE

In determining how the graduates per program fared in the job market, the researchers further analyzed the data. Result is revealed in Figure 2. As seen from the table, the highest employment rate is observed among the BLIS (3 or 100%), followed by BSED (97 or 98%), and BEED (104 or 75.9%), while lowest is among the BSIE graduates (51 or 63 %). This means that the demand for librarians is highest so with the secondary teachers. Although, the employment rate is lowest among the BSIE graduates, a marked percentage (19 or 23.5%) of them are self-employed. This result shows that the BSIE graduates were able to create and can manage their own business. This supports the purpose of the Technical-Vocational Education and Training (TVET) of TESDA where learners acquire both educational and technical skills they need when they enter the labor market or engage in entrepreneurial endeavors.

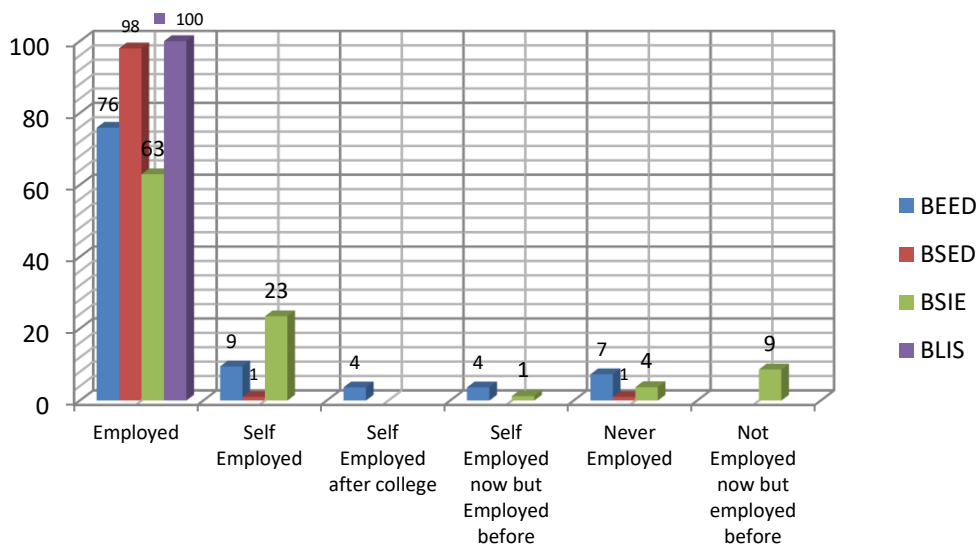


Figure 2. Employment status of the respondents per program

Profile of the Employed Graduates

Tables 2-7 present the profile of the employed graduates. Table 2 reveals that a great majority (208 or 81.6%) of the BEED, BSED, and BSIE graduates are working either as classroom teachers, tutor and/or as a child development center worker. The BSED (90 or 92.8%) graduates have higher employment rate compared to the BEED (89 or 85.6%) graduates, and the BSIE have the lowest rate (29 or 56.9%). The BLIS graduates have 100 percent employment as librarians or office assistants. This result shows that the graduates are employed in jobs that are mostly related to their courses.

Table 2
Position profile of the presently employed graduates

Position	Overall (n=255)	
	f	%
Teaching (teacher, tutor, child development center worker)	208	81.6
Clerk/Administrative Aide	24	9.4
Business Related	20	7.8
Librarian	1	0.4
Office Assistant	2	0.8
Total	255	100

Table 4 shows that the majority of the respondents are employed in private agencies (164 or 64.31%), with a great number as contractual/provisional (103 or 40.39%), and receiving a monthly salary income from Php 5,000 to less than Php 15,000 (48.63%). The findings suggest that the 2016 CTE graduates were hired in private schools as teachers/tutors or librarian related works, on conditional status and with an income within the minimum wage range of Php 243 to Php 280 per day in 2016.

Table 4 shows that the present jobs of the graduates are course related (211 or 82.75%). They have been working within 1-4 months (171 or 67.06%), had their first job (235 or 92.16%) and landed on a job within 1 to 6 months after graduation (176 or 74.9%). The findings suggest that a great majority of the respondents landed immediately on a job related to teaching or librarianship.

Table 3
Type of agency, work status, and monthly salary profile of the presently employed Graduates

Profile	Overall (n=255)	
	f	%
Type of Agency		
Government	91	35.69
Private	164	64.31
Total	255	100.00
Work Status		
Permanent/Regular	66	25.88
Temporary	25	9.80
Casual/Substitute	34	13.33
Contractual/Provisional	103	40.39
Part time	9	3.53
Job Order	12	4.71
Volunteer	6	2.35
Total	255	100.00
Monthly Salary		
<5,000	89	34.90
5,000 to < 15,000	124	48.63
15,000 to <30,000	42	16.47
Total	255	100.00

Table 4
Job related profile of the presently employed graduates

Present Job is Teaching/Library Related	Overall (n=255)	
	f	%
Yes	211	82.75
Number of Months		
1-4	171	67.06
5 & above	40	15.69
No	44	17.25
Total	255	100
Is this your 1st job		
Yes	235	92.16
No	20	7.84
Total	255	100
Previous Job/s		
Quality Controller	7	35.0
Clerk/Administrative Aide	5	25.0
Saleslady/cashier	5	25.0
Sewer	3	15.0
Total	20	100
Duration of landing on the first job after graduation		
< a month to 6 months	176	74.9
7 to 11 months	41	17.45
1 year to <2 yrs	18	7.66
Total	235	100

Table 5 shows that the 255 employed graduates accepted their first job because of salaries and benefits (219 or 93.19%) and the job was related to course/program of study (214 or 91.06%). This means that the jobs of the graduates are relevant to their course and they are earning good income and enjoying benefits. This claim is supported by the previous finding of this study that the graduates are earning income within the minimum daily wages set by the government.

Table 5
Reasons of the presently employed graduates in accepting their first jobs

Reasons	BEED		BSED		BSIE		BLIS		Overall (n=255)	
	f	%	f	%	f	%	f	%	f	%
Salaries and Benefits	93	100.00	85	90.43	40	88.89	1	33.33	219	93.19
Career Challenge	90	96.77	59	62.77	3	6.67	3	100.00	155	65.96
Related to special skills	90	96.77	40	42.55	33	73.33	0	0	163	69.36
Proximity to residence	15	16.13	27	28.72	6	13.33	0	0	51	21.70
Related to course/program study	93	100.00	75	79.79	45	100.00	0	0	214	91.06

*Multiple Response

Table 6 presents the reasons why 21 out of 320 of the 2016 CTE graduates are not presently employed. Generally, the BEED, BSED and BSIE graduates are not presently employed because they are waiting for DEPED vacancy (17 or 80.95%) and enrolled in the graduate school to study further (11 or 52.38%). This implies that while the greater majority of the 2016 graduates are employed, many of the teacher education graduates are still waiting for job vacancies or they are not yet included in ranking for public schools as hiring system in DepEd is rigid (DO_s2015_07) due the 15% requisite for teaching experiences. Applicants can only be included in the Registry of Qualified Applicants (RQA) if they meet 70 points. The newly graduates are still inexperienced, hence chances of being hired in public schools are slim.

Table 6
Reasons why respondents are not presently employed

Reasons why not presently employed*	Overall (n=21)	
	f	%
Lack of work experience	1	4.76
Advance or further study	11	52.38
Waited for the LET results	10	47.62
Family concern and decided not to find a job	4	19.05
Did not look for a job	7	33.33
No job opportunity	7	33.33
Health-related reason	2	9.52
Waiting for DEPED vacancy	17	80.95

*Multiple Response

Table 7
Reasons why respondents chose to be self-employed

Reasons why chose to be self-employed*	Overall (n=44)	
	f	%
Family concern & decided not to find a job	7	15.91
No job opportunity	34	77.27
Did not look for a job	8	18.18
Health-related reason	5	11.36

*Multiple responses

On the part of the self-employed respondents, the reasons why 44 of them chose to be self-employed are seen in Table 8. A great majority (34 77.27%) claimed that there are no job opportunities and others did not look for a job (8 or 18.18%), family concern (15.91%), and health-related reason. This result is similar with those of the unemployed, but while waiting for job opportunities, they are earning income from their own business, most especially the BSIE graduates. This is attributed to various skills obtained by the BSIE graduates as a result of the curriculum offered to them in the college and certified by TESDA as NC I or NC II qualifications. This claim supports the graduates’ responses in an interview that lessons should be focused more on skills development, real-life application of theories and principles or career and life related skills in every subject.

Figure 7 shows that the competencies learned in college that became very useful to the respondents after their graduation are communication skills (319 or 99.7%), critical thinking skills (295 or 92.2%), problem-solving skills (290 or 90.6%) and human relation skills (285 or 89.1%). While, entrepreneurial skills are least important to the 168 (52,5%) graduates in general, it claimed as second highest by the 68 (84%) BSIE respondents since they were able to apply this in their daily work after graduation. These findings suggest that effective communication remains as the most valuable to the respondents after their graduation.

Table 8 presents the most useful general education subjects to the respondents after their graduation. English 107 (Listening and Speaking Skills), Computer 101 (Basic Computer Concepts and Applications) and English 106 (Speech Communication with Debate) are the most useful subjects to the respondents after their graduation. These findings support the previous finding that effective communication is very useful to the graduates as the skill is needed in explaining clearly the lessons in classes and day to day interactions. Likewise, computer skills are also needed by the graduates not only in the delivery of instruction but also as a tool of communication and record keeping. Bañez and Pardo (2016) mentioned that new skills, strategies and techniques are needed in order to cope with changes in educational system and society.

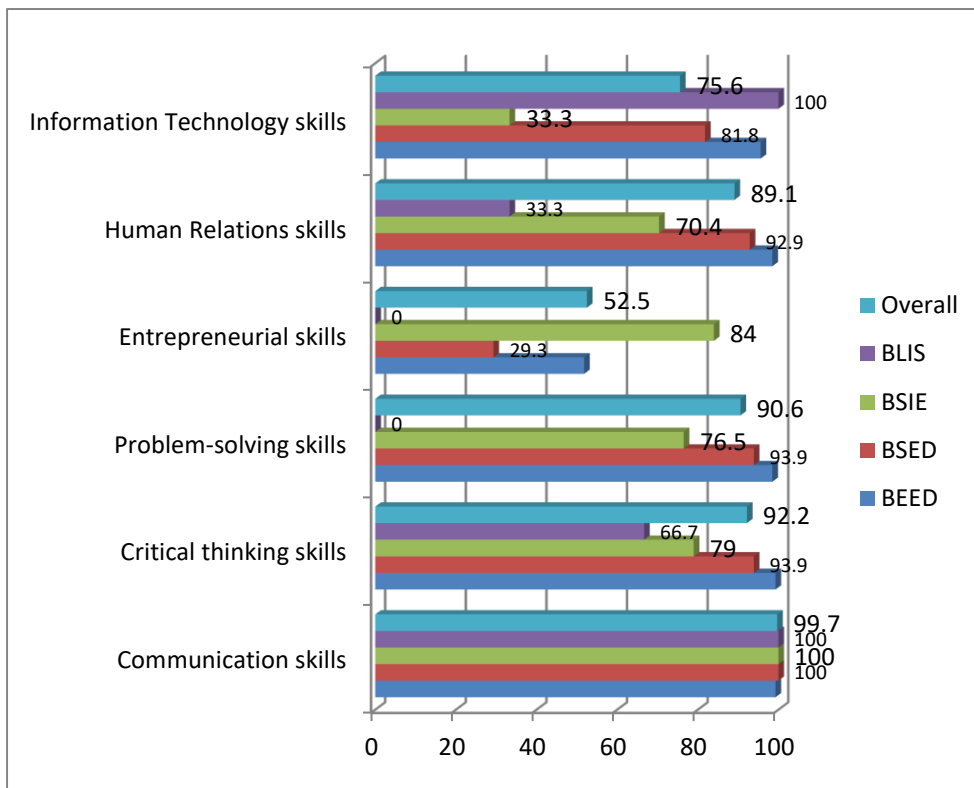


Figure 3. Competencies learned in college that became very useful after graduation

**Table 8
 Most useful general education subjects to the respondents**

Subject	Code	Descriptive Title	Total (N=320)	%	Rank
Engl	107	Listening & Speaking Skills	195	60.9	1
Comp	101	Basic Computer Concepts & Applications	190	59.4	2
Engl	106	Speech Communication with Debate	130	40.6	3

Table 9 presents the most useful professional education subjects to the respondents after their graduation. FS 142 (Practice Teaching), FS 141 (On Becoming a Teacher) and Learn 122 (facilitating Learning) are the most useful professional education subjects to the respondents after their graduation. The results imply that actual exposure to the teaching profession is the most valuable phase of training the graduates as these subjects taught them to manage their classes and to facilitate and assess students' learning.

Table 9
Most useful professional education subjects to the respondents

Subject	Code	Descriptive Title	Total (n=320)	%	Rank
FS	142	Practice Teaching	310	96.9	1
FS	141	FS 6: On Becoming a Teacher	141	44.1	2
Learn	122	Facilitating Learning	103	32.2	3
Teach	141	The Teaching Profession	61	19.1	4
Assess	131	Assessment of Student Learning 1	60	18.8	5

Table 10 shows the most useful major subjects to BEED respondents. As seen on the table, Engl 109 (English for Teachers), Engl 107 (Reading Skills), Read 142 (Developmental Reading 2) are very useful subjects to the BEED GE graduates. This could be associated with the primary use of English communication in classroom instruction, and in dealing with their employers.

Likewise, the BEED-ECE respondents' claim that the most useful major subjects to them after their graduation are ECE 131 (Pre-School Curriculum), ECE 136 (Guidance and Counseling in Pre-School Education), and ECE 138 (Classroom Management). The learnings from these subjects must have been applied in their work at the time of the study.

Table 11 revealed the most useful major subjects to BSEd respondents. As seen on the table, the BSED English major respondents' claimed that Engl 122 (Structure of English), Lit 122 (English Literature), and Engl 133 (Teaching of Speaking and Writing) are the most useful major subjects after their graduation. This finding conforms to the claim of the BEED-GE respondents that English communication in classroom instruction, and in dealing with their employers are essential.

Table 10
Most useful major subjects to the BEED respondents

Respondents	Subject	Code	Descriptive Title	f	%	Rank
BEED-GE	Engl	109	English for Teachers	93	72.1	1
	Engl	107	Reading Skills	76	58.9	2
	Read	142	Developmental Reading 2	47	36.4	3
BEED-ECE	ECE	131	Pre-School Curriculum	6	75	2
	ECE	136	Guidance and Counseling in Pre-School Education	6	75	2
	ECE	138	Classroom Management	6	75	2

The most useful subjects to the BSED Filipino major graduates are Lit Fil 134 (Panulaang Filipino), Lit Fil 144 (Panunuring Pampanitikan), and Fil 122 (Istruktura ng Wikang Filipino). These may imply that these subjects provided the respondents with the most important knowledge and skills in teaching Filipino.

The BSED-Physical Science respondents also claimed that Phy Sci 101 (Mechanics), Math Phy 133 (Mathematics for Physical Sciences), and Phy Sci 103 (Thermodynamics) are most important. Possibly the concepts and laws are found in Mechanics and Thermodynamics subjects. Also, the Mathematics aspects are very useful to them in explaining these concepts and laws.

On the other hand, the BSED-Biological Science respondents believed that Research in Biological Science, Biotechniques, and Biostatistics. This result implies that the BSED Biological Science found these subjects important not only in teaching but also in conducting research activities.

For the BSED-Mathematics respondents, Math 132 (Advance Algebra), Math 122 (Calculus 1), Stat 105 (Probability), and Math 139 (Instrumentation in Mathematics) are very useful subjects. This implies that the respondents found it easier to teach these subjects because these taught them content knowledge in mathematics as well as in solving problems.

Table 11
Most useful major subjects to the BSED respondents

Respondents	Subject	Code	Descriptive Title	f	%	Rank
BSED-English	Engl	122	Structure of English	20	100	1.5
	Lit	122	English Literature	20	100	1.5
	Engl	133	Teaching of Speaking and Writing	9	45	3
BSED Filipino	Lit Fil	134	Panulaang Filipino	7	53.85	1
	Fil	122	Istruktura ng Wikang Filipino	6	46.15	2
	Lit Fil	144	Panunuring Pampanitikan	5	38.46	3
BSED-Physical Science	Phy Sci	101	Mechanics	12	100	1
	Math Phy	133	Mathematics for Physical Sciences	9	75	2
	Phy Sci	103	Thermodynamics	6	50	3
BSED-Biological Science	BioSci	102	Research in Biological Sciences	7	87.5	1
	Bio	111a	Biotechniques	6	75	2
	Biostat	122	Biostatistics	5	62.5	3

Table 12
Most useful major subjects to the respondents

Respondents	Subject	Code	Descriptive Title	f	%	Rank
BSIE- Electronics	TLE	132	Automechanics & Metalworks	13	59.1	1
	Draw	101	Fundamentals of Technical Drawing & Instrumental Drawing	11	50.0	2
	TLE	121	Handicrafts & Woodworking	9	40.9	3
BSIE-Home Economics	HE 10	142	OJT	59	100.0	1
	HE 9	141	Home Management	36	61.0	2
	HE	133	Cooking 2	30	50.8	3

Table 12 presents the most useful major subjects to BSIE respondents. The BSIE-Electronics graduates claimed that the most useful major subjects to them are TLE 132 (Automechanics and Metalworks), Draw 101 (Fundamentals of Technical Drawing & Instrumental Drawing), and TLE 121 (Handicrafts & Woodworking).

On the other hand, the BSIE-Home Economics graduates indicated that the most useful major subjects to them are HE 142 (On-the-Job-Training), HE 141 (Home Management), and HE 133 (Cooking 2). This result implies that the actual exposure of the BSIE-HE graduates are great opportunities to engage them in real life situations that became very useful to them in their work.

The most useful major subjects to the BLIS graduates is presented in Table 13. As claimed by the BLIS graduates, LIS 22A (Collection Management in Academic Librarianship), LIS B (Organization of Information Sources in Academic Libraries) and LIS 143 (Library Practice I) are essential subjects. The result implies that graduates find it beneficial in their career the skills in gathering, organizing and coordinating access of information, as well as cataloguing and classifying books based on standard resource description.

Table 13
Most useful major subjects to the BLIS respondents

Subject	Code	Descriptive Title	BLIS (N=3)	%	Rank
LIS	22A	Collection Management in Academic Librarianship	3	100	1.5
LIS	22B	Organization of Information Sources in Academic Libraries	3	100	1.5
LIS	143	Library Practice I	2	66.7	3

Suggestions of the Respondents to Improve the Curriculum

The respondents suggest the following to improve their curriculum:

Focus	Suggestions
Strategies	Teaching-learning should be focused more on skills development Apply concepts, theories, and principles in real life situations Career and life-related skills should be developed in every subject Lessen the conduct of extracurricular activities to have more time to discuss or cover all the topics in the course syllabus. More training or workshops on instructional materials development should be conducted
Faculty	Faculty should meet their classes regularly.
Facilities	Facilities and equipment and tools should be provided for better learning. Classrooms should be more conducive to learning by providing better ventilation and equipping with ICT tools like Smart TV. Major subjects should be offered during regular semesters not during the summer term to have the longer time to learn the lessons. There should be an alternative learning system to be provided in delivering instruction especially for difficult subjects like workshops. Entrepreneurship, Financial management or business-related activities should be integrated in the curriculum.

CONCLUSIONS

The UNP CTE prepared competitive and employable 2016 graduates who are mostly 21 years old, females and single, LET or LEL passers and some are NC II eligible. Majority of them are employed as teachers or librarians in private entities, and it is their first job. The graduates landed on their present job in less than a month up to six months after their graduation as contractual/provisional work status, with an average monthly income from Php 5,000 to Php 15,000 and they accepted the job because of salaries and benefits, and the job is related to their course. The graduates find very useful after their graduation the competencies of effective communication, critical thinking, problem-solving and human relations. The most useful general education subjects to the graduates are English (Listening and Speaking/Speech Communication and Computer, while Practice Teaching, On

Becoming a Teacher and Facilitating Learning among the professional subjects. Along with major subjects, English for Teachers, Pre-School Curriculum, Guidance and Counseling in Pre-School Education, and Classroom Management are most useful for the BEED GE and ECE graduates. For the BSED graduates, the most useful major subjects are Structure of English and English Literature, Panulaang Filipino, Mechanics, Research for Biological Sciences, Advanced Algebra, Coaching & Officiating of Sports Events, Dance Competitions & Music Activities, Production of Social Studies Instructional Materials. The BSIE graduates claimed that Automechanics & Metal works and On-the-Job-Training as the most useful significant subjects. The graduates also suggested that the teaching-learning be focused more on skills development and concepts, and that theories and principles should be applied in real-life situations.

RECOMMENDATIONS

The College of Teacher Education should provide more opportunities for the learners to apply their lessons in real-situations. Programs and activities should be provided for the development of excellent communication skills of students. The CTE should provide a placement program to monitor the employment of the graduates. Self-employment or entrepreneurship should be integrated in the curriculum. A similar study should be conducted by the college to locate the graduates, to find out whether the training they received has helped them in their work and to find out what else can be done to better prepare graduates in their respective fields.

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