A Tracer Study on the Bachelor of Secondary Education Graduates of St. Paul University Surigao A. Y. 2017-2022

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ABSTRACT: A tracer study is a research method commonly used in the field of education to assess the outcomes and impact of an educational program or institution on its graduates. It involves tracking and gathering data on the employment status, career paths, and overall experiences of program graduates over a specific period after they have completed their studies. The tracer study titled "A Tracer Study on the Bachelor of Secondary Education Graduates of St. Paul University Surigao A.Y. 2017-2022"examined the employability of graduates and assessed the effectiveness of the teacher education program outcomes. Data was collected from a sample of 35 graduates using an adapted-modified questionnaire and analyzed using various statistical tools. The study revealed that the majority of participants were females aged 22 to 25, with a bachelor's degree as their highest educational attainment. English was the most specialized area, and most respondents graduated in 2017. Within six months of graduation, approximately 51.43% were employed and 48.57% were unemployed, with employed graduates occupying teaching positions at different levels and others pursuing various occupations. Competencies learned in college, such as communication, critical thinking, and problem-solving skills, were deemed useful in their first jobs. The study also identified attributes acquired during undergraduate studies, including communication, critical thinking, research, problem-solving, social and ethical responsibility, productivity, accountability, leadership, teamwork, and pursuit of academic excellence. Graduates rated the teacher education program outcomes and their knowledge in teaching, global competence, reading proficiency, effective communication, pedagogical competence, technological proficiency, knowledge integration, transformative education, assessment competence, ethical responsibility, creativity, empathy, and lifelong learning as very effective. The study concluded by recommending targeted support and preparation for challenging areas of licensure examinations, measures to enhance employability and job placement assistance, and efforts to bridge the education-employment gap. Additionally, specific programs, resources, mentorship initiatives, and curriculum improvements were proposed to support graduates' success and professional growth. Regular assessment, collaboration with industry professionals, continuous learning promotion, and partnerships with stakeholders were suggested to ensure program effectiveness and foster innovation in teaching and learning.

KEYWORDS: Employability, Tracer study, Teacher education program outcomes, St. Paul University Surigao, Philippines

INTRODUCTION

Graduate employability is described as a person's capacity and desire to be and remains appealing in the global economy, or the relative possibilities of obtaining and maintaining certain types of work, "Employability of graduates, therefore, has become an issue that is not easy to be ignored in the global economy". For graduates to be employable, they need to possess the necessary competencies and skills that are flexible in the changing labor market. Understanding the employment characteristics and factors influencing graduate employment status is critical for Higher Education Institutions (HEIs). In the current system of education, the employment of graduates is used by many universities and higher education institutions to measure the effectiveness of their programs in producing students who are successful and productive in their profession. [1]

Performing a tracer study in every university is crucial because it enables the evaluation of academic programs, assessment of graduates' employability, maintenance of alumni relationships, and overall accountability. By tracking the career trajectories and outcomes of graduates, universities can gauge the effectiveness of their educational offerings, identify areas that require improvement, and align programs with the changing demands of the job market. Tracer studies provide valuable insights into

graduates' preparedness for employment, allowing universities to enhance student's skills and competencies to meet industry requirements. Ultimately, conducting tracer studies enables universities to continuously improve the quality of education and equip graduates for successful and fulfilling careers.

Tracer studies are conducted worldwide to assess and enhance curricular programs in educational institutions. They offer valuable feedback on the relevance and appropriateness of the curriculum for current learners. These studies also serve as monitoring measures for evaluating graduates' performance, efficiency, and ability to meet employer expectations.

St. Paul University Surigao (SPUS) has subsequently performed and submitted a tracer study to the Caraga Region's CHED Zonal Research Center (ZRC). It is then that the researcher saw the need to conduct its very own tracer study and establish the relevancy of its program as well as its employability index of its graduates especially since it is applying for PAASCU Accreditation and the data gathered will be of pivotal importance as an evidence of a sound curricular and instructional offerings.[2]

The researchers aim to assess the general information of the graduates, competencies that are useful to the graduate's first job, attributes learned during undergraduate studies, the effectiveness of the Teacher Education's Program Outcomes (POs), and the significant relationships among the different personal profile variables and employability of the respondents to promote enhance development plan.

RESEARCH PROBLEMS

This study aimed to assess the employability of the Bachelor of Secondary Education graduate academic years 2017-2022. Specifically, it sought to answer the following problems.

1. What is the profile of the respondents with regards to:
    1.1 age;
    1.2 sex;
    1.3 civil status;
    1.4 highest educational attainment;
    1.5 degree of specialization;
    1.6 year graduated
    1.7 professional examination(s) passed;
    1.8 no. of training attended after college relevant to the field;
    1.9 most difficult area during the licensure examination;
    1.10 employment status;
    1.11 present occupation?
2. What competencies were learned in college that are useful to the first job?
3. What attributes were learned during undergraduate studies?
4. What is the extent of effectiveness of the Teacher Education Program Outcomes (POs)?
5. Based on the findings of the study, what measures can be proposed to improve the board performance and employability of the Bachelor of Secondary Education graduates?

METHODOLOGY

The study employed a quantitative research design that utilized a descriptive-quantitative survey method to determine the employability of the graduates of Bachelor of Secondary Education for the Academic Year 2017-2022 in St. Paul University Surigao. The researchers used the survey technique because it best served to answer the questions and purposes of the study. Survey research was employed, wherein a group of individuals or things was examined by gathering and examining data from only a small number that was considered representative. In other words, only a portion of the population was examined, but conclusions drawn from this were expected to generalize to the entire population. The study focused on the graduates of St. Paul University Surigao who had obtained a Bachelor of Secondary Education degree between the academic years 2017 and 2022. The school was located in Surigao City, specifically at the intersection of San Nicolas and Rizal Streets. Out of the total population of 93 graduates from the BSED

program at St. Paul University Surigao during that period, the researchers successfully collected a sample of 35 participants, representing approximately 37.63% of the total population. Convenience sampling was employed as the sampling technique for data collection and evaluation. This entailed gathering data from individuals who were readily available to participate in the study. Questionnaires were provided to the participants through Google Forms to assess the employability status of the graduates. The researchers adapted and modified a tracer instrument from Commission on Higher Education Tracer Study and Professional Qualifications, Academic Competencies of Teachers and Employability of Graduates.[3][4] The adapted and modified survey questionnaire includes five significant parts: general information, competencies that are useful to the graduate's first job, attributes learned during undergraduate studies, the effectiveness of Teacher Education's Program Outcomes (POs), and different personal profile variables and employability of the graduates and measures the employability of BSED graduates.

The analysis of the data involved the utilization of the following tools: *Frequency Count and Percentage* to describe the profile variables of the respondents in terms of sex, age, civil status, highest educational attainment, degree of specialization, year graduated, professional examination(s) passed, and the number of training attended after college relevant to the field. *Mean and Standard Deviation* to provide a description and interpretation of the effectiveness of the teacher education program outcomes. Mean was considered a sufficient statistic for describing and interpreting Likert-scale data. [5] *Mann Whitney U-Test* to determine if there was a significant difference in the level of effectiveness of the teacher education program outcomes when the respondents were grouped based on sex, civil status, and highest educational attainment. In this test, the median was used with Z-value as the test statistic. Additionally, the normality of the data was first checked and analyzed using Shapiro-Wilk Test. Some data were found to be not normally distributed which led the researcher to use this non-parametric test, *Kruskal Wallis H-Test* to determine if a significant difference exists in the level of effectiveness of the teacher education program outcomes when the respondents are grouped based on age, degree of specialization, year graduated, and professional examination(s) passed. In this test, the median was used with the Chi-square value as the test statistic. Further, the normality of the data was first checked and analyzed using Shapiro-Wilk Test. Some data were found to be not normally distributed which led the researcher to use this non-parametric test.

RESULTS AND DISCUSSIONS

Table 1. *Profile of the Respondents*

VARIABLE		f (n=35)	%
Age			
	22-25	18	51.43
	26-29	12	34.28
	30-32	1	2.86
	33-36	4	11.43
Sex			
	Male	16	45.71
	Female	19	54.29
Civil Status			
	Single	25	71.43
	Married	10	28.57
Highest Educational Attainment			
	Bachelor's Degree	29	82.86
	Master's Degree	6	17.14
Degree of Specialization			
	English	18	51.43
	Filipino	5	14.29
	Biological Sciences	6	17.14
	Physical Sciences	2	5.71
	Mathematics	4	11.43

Year Graduated			
	2017	9	25.71
	2018	7	20
	2019	6	17.14
	2020	1	2.86
	2021	5	14.29
	2022	7	20
Professional Examination(s) Passed			
	Board Licensure Examination for Professional Teachers	24	68.57
	Civil Service	2	5.71
	None	9	25.71
No. of Training Attended After College Relevant to the Field			
	None	6	17.14
	1 to 5	8	22.86
	6 to 15	11	31.42
	16 to 30	7	20
	More than 30	3	8.57

In terms of age distribution, the majority of the group sample, comprising 18 graduates or 51.53%, fell within the age range of 22-25 years. The next significant age group consisted of 12 graduates or 34.28% who were between the ages of 26-29 years. A smaller portion, consisting of 4 graduates or 11.43%, belonged to the 33-36 years old category. Interestingly, there was only one graduate, accounting for 2.86%, who fell within the age range of 30-32 years. As for the respondents' sex, out of the 35 participants, there were 19 females, accounting for 54.29%, and 16 males, making up 45.71% of the group. In terms of civil status, the majority, comprising 25 respondents or 71.43%, were single, while 10 respondents, or 28.57% were married across all batches. Regarding the highest educational attainment, the highest frequency count of 29 respondents, or 82.86% held a bachelor's degree, and 6 respondents, or 17.14% had completed a full-fledged master's degree. In terms of the degree of specialization, the highest frequency count, comprising 18 graduates or 51.43%, specialized in English. Following that, 6 graduates, or 17.14% had a specialization in Biological Sciences, while 5 graduates, or 14.29% specialized in Filipino. Additionally, 4 graduates, or 11.43% specialized in Mathematics, and 2 graduates, or 5.71% were from Physical Sciences. In terms of the year of graduation, 9 individuals, or 25.71% belonged to the 2017 batch. Similarly, 7 individuals, or 20% graduated in both 2018 and 2022. There were 6 individuals or 17.14% from the 2019 batch, while 5 individuals, or 14.29% completed their studies in 2021. Lastly, there was 1 individual, or 2.86% who graduated in 2020. Expanding further, it is noteworthy that the distribution of graduates spanned multiple years, indicating a diverse range of academic cohorts represented in the sample.

Regarding the professional examinations passed by the respondents, the majority of participants, comprising 24 (68.57%), took the Licensure Examination for Teachers (LET). This indicates that a significant number of individuals pursued and successfully passed the LET as part of their professional journey. In contrast, 9 (25.71%) of respondents answered that they did not take any professional examination. Only 2 (5.71%) of the participants took the Civil Service Examination. As for the number of trainings attended after college that are relevant to the field, the responses from 35 participants were as follows: 31.42% (11 respondents) attended 6 to 15 pieces of training, 22.86% (8 respondents) attended 1 to 5 trainings, 20% (7 respondents) attended 16 to 30 pieces of training, 17.14% (6 respondents) did not have any training experience, and 8.58% (3 respondents) attended more than 30 training.

Table 2. *Most Difficult Area During Licensure Examination*

VARIABLE	f (n=35)	%	Rank
General Education Subjects	3	8.57	3rd
Professional Education Subjects	9	25.71	2nd
Major/Specialization	12	34.29	1st
I did not take the exam	11	31.43	

Meanwhile, it was evident that the most challenging aspect of the licensure examination for the graduates varied among different areas. Approximately 12 (34.29%) of the respondents found their major/specialization area difficult, indicating a significant proportion of individuals who faced challenges in their specific field of study. Furthermore, 11 (31.43%) out of the total 35 graduates did not take the examination, suggesting a potential reason for not experiencing the difficulties associated with it. Moreover, 9 (25.71%) of the graduates' responses indicated finding the professional education subject area challenging, indicating that a considerable number of individuals struggled with the subjects related to their professional practice. Additionally, 3 (8.57%) of the respondents found the general education subjects area difficult, indicating some difficulty in the broader foundational knowledge areas.

Table 3. Employment Status within Six Months After Graduation

VARIABLE	f (n=35)	%	Rank
Employed	18	51.43	1st
Unemployed	17	48.57	2nd

In terms of employment status within six months after graduation, out of the total number of graduates, approximately 18 (51.43%) were able to secure employment within this timeframe, indicating that a majority of individuals successfully found work after completing their studies. Conversely, 17 (48.57%) of the graduates remained unemployed during the same period, suggesting that a significant portion of individuals were still seeking job opportunities.

Table 4. Present Occupation Status

OCCUPATION	FREQUENCY	RANK
Junior High School Teacher	15	1st
Senior High School Teacher	10	2nd
Grade School Teacher	2	3rd
Freelancer	2	3rd
College Instructor	1	4th
Tutorial Teacher	1	4th
Documents and Data Controller Staff	1	4th
Office Secretary	1	4th
Call Center Agent	1	4th
Office Staff	1	4th
Community Organizer-Humanitarian	1	4th
None	2	3rd

As for the current occupation status of the graduates, it revealed the distribution of participants across various professional roles. The majority of participants, a total of 14 graduates, were currently employed as junior high school teachers. Following closely behind, 10 graduates had secured positions as senior high school teachers, while 2 graduates were working as grade school teachers. Unfortunately, 2 graduates remained unemployed, and an additional 2 graduates were pursuing freelance work. In terms of more unique occupational roles, there was only one graduate engaged in each of the following positions: college instructor, tutorial teacher, documents and data controller staff, office secretary, call center agent, office staff, and community organizer-humanitarian.

Table 5. Competencies learned in college that were useful in your first job

VARIABLE	FREQUENCY	Rank
Communication Skills	34	1ST
Human Relation Skills	30	2ND
Critical Thinking Skills	29	3RD
Information Technology Skills	29	3RD
Problem-solving Skills	25	4TH
Entrepreneurial Skills	10	5TH

With regards to the findings, considering the competencies in college that proved useful in the graduates' first job, communication skills emerged as the top-ranked competency with 34 respondents acknowledging its significance. Human-related skills followed closely behind, with 30 respondents recognizing their importance in the workplace. Information technology skills and critical thinking skills were both valued by 29 respondents, highlighting their relevance in today's professional landscape. Additionally, 25 respondents emphasized the importance of problem-solving skills, while entrepreneurial skills were acknowledged by 10 respondents as a valuable asset in their initial employment.

An individual's belief in their capacity to perform certain behaviors influenced their motivation, behavior, and overall performance. This theory aligned well with the findings presented, where communication skills were ranked highest, followed by human-related skills, information technology skills, critical thinking skills, problem-solving skills, and entrepreneurial skills. These findings supported Bandura's theory by indicating that graduates believed in their ability to excel in these areas and recognized their importance in the workplace.[6]

Table 6. Attributes learned during undergraduate studies

VARIABLE	FREQUENCY	Rank
Communication and Relational Skills	32	1ST
Critical Thinking, Research, and Problem-Solving Skills	32	1ST
Social And Ethical Responsibility	31	2ND
Productivity And Accountability	30	3RD
Leadership and Teamwork	28	4TH
Academic Excellence	26	5TH

Meanwhile, in terms of the attributes learned during undergraduate studies, 32 respondents emphasized the importance of communication and relational skills, as well as critical thinking, research, and problem-solving skills. Following closely behind, 31 respondents recognized the significance of social and ethical responsibility. Additionally, 30 respondents highlighted the value of productivity and accountability, while 28 respondents acknowledged the development of leadership and teamwork skills. Lastly, 26 respondents emphasized the pursuit of academic excellence as a noteworthy attribute gained during their undergraduate studies.

The attributes learned during undergraduate studies, as revealed in the findings, aligned with specific personality categories defined in his theory. Attributes such as communication, critical thinking, problem-solving, and research skills corresponded to the Investigative category, indicating a preference for intellectually challenging careers. The recognition of social and ethical responsibility aligned with the Social category, reflecting a desire for careers involving interactions and community contributions. Emphasizing productivity, accountability, leadership, and teamwork skills corresponded to the Enterprising category, highlighting a preference for goal-oriented tasks and collaboration. These findings supported Holland's theory by linking acquired attributes to personality types and their influence on career choices and success.[7]

Table 7. Effectiveness of Teacher Education's Program Outcomes

Program Outcomes	MEAN	SD	Verbal Interpretation	Qualitative Description
1. **Knowledge in the Teaching Field** - Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of mathematics	3.40	0.50	Always	Very Effective
2. **Globally Competent** - Use English as a global language in a multilingual context a set that applies to the teaching of language and literature.	3.71	0.46	Always	Very Effective
3. **Proficient in Reading** - Acquire extensive reading background in language, literature, and allied fields	3.66	0.48	Always	Very Effective
4. **Effective Communicator** - Demonstrate proficiency in oral and written communication.	3.60	0.50	Always	Very Effective
5. **Pedagogically Competent and Technologically Proficient** - Use effective appropriate approaches, methods, and techniques in teaching mathematics including technological tools.	3.46	0.51	Always	Very Effective
6. **Proficiency in Knowledge Integration** - Exhibit proficiency in relating mathematics to other curricular areas.	3.40	0.50	Always	Very Effective
7. **Transformative Educator** - Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching.	3.54	0.51	Always	Very Effective
8. **Competence in the Assessment of Learning** - Demonstrate competencies in designing, constructing, and utilizing different forms of assessment in mathematics.	3.63	0.49	Always	Very Effective
9. **Ethically Responsible** - Display the positive attributes of a model teacher, both as an individual and as a professional.	3.66	0.48	Always	Very Effective
10. **Creativity and Empathy** - Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.	3.51	0.51	Always	Very Effective
11. **Lifelong Learning** - Pursue lifelong learning for personal and professional growth through valid experiential and field-based opportunities.	3.77	0.43	Always	Very Effective
Average	**3.58**	**0.49**	**Always**	**Very Effective**

Legend:

Parameter	Verbal Interpretation	Qualitative Description
3.25 - 4.00	Always	Very Effective
2.50 - 3.24	Often	Moderately Effective
1.75 - 2.49	Sometimes	Slightly Effective
1.00 - 1.74	Rarely	Not Effective

Table 7 presented the effectiveness of the teacher education program outcomes. The given results only indicated that these indicators were acknowledged and practiced in the institution to enhance the facilitation of the learning experience of the graduates. These outcomes concretely responded to and intensively contributed to the knowledge and skills critical for their course and future undertakings. The Teacher Education Program, as outlined in CHED Memorandum Order No. 75 series of 2017, set forth the following goals:Firstly, to comprehend and express the interconnectedness of education with philosophical, socio-cultural, historical, psychological, and political contexts. Secondly, to exhibit mastery and comprehensive understanding of the subject matter or discipline. Thirdly, to facilitate learning by employing a wide range of teaching methodologies and delivery modes that were appropriate for specific learners and their environments. Fourthly, to create innovative curricula, instructional plans, teaching approaches, and resources that catered to the diverse needs of learners. Fifthly, to apply skills in utilizing information and communication technology (ICT) to enhance educational practices that were of high quality, relevance, and sustainability. Sixthly, to demonstrate various thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes. Seventhly,

to uphold professional and ethical standards that were sensitive to the local, national, and global realities. Lastly, to embrace lifelong learning for personal and professional growth by actively seeking diverse experiential and field-based opportunities.[8]

The effectiveness of the teacher education program outcomes is given the average mean of 3.58 and SD of 0.49 qualitatively described as *very effective*. In terms of the effectiveness of the teacher education program outcomes, the highest-rated item was being a lifelong learner, specifically pursuing lifelong learning for personal and professional growth through varied experiential and field-based opportunities. This item obtained a rating of 3.77 and a standard deviation of 0.43. This indicated that graduates were actively engaged in ongoing learning opportunities to develop knowledge and skills as part of their lifelong plans. Several key attributes were identified for lifelong learner teachers. These attributes included self-awareness, indicating a deep understanding of oneself; proficiency in professional skills, encompassing competence in subject areas and a diverse range of teaching, planning, evaluation, and interaction skills; adaptability, implying a willingness to embrace change and continuously renew oneself; teamwork skills, demonstrating readiness to collaborate and contribute as an effective team member; and empathy and compassion, highlighting the ability to understand and engage students who may have felt disconnected or faced learning difficulties.[9]

The lowest rated item was knowledge in the teaching field – manifest meaningful and comprehensive pedagogical content knowledge (PCK) of mathematics as well as proficiency in knowledge integration – exhibit proficiency in relating mathematics to other curricular areas, obtained a mean of 3.40 and standard deviation of 0.50 and still qualitatively described as *very effective*. Despite being the lowest, this implies that graduates' ability transforms content into forms that are pedagogically powerful and yet adaptive to the variations in various abilities. To effectively teach students based on today's standards, teachers needed a deep and flexible understanding of the subject matter. This understanding allowed them to help students build cognitive connections, relate ideas, and address misconceptions. Teachers should have also recognized how concepts connected across fields and everyday life. This knowledge formed the foundation of pedagogical content knowledge, enabling teachers to make ideas accessible to students.[10]

Employability was influenced by students' self-efficacy beliefs, self-theories, and personal qualities. It emphasized the importance of students feeling that they could make a difference and manage their career development to sustain their employability. The study on teacher education program outcomes aligned with this theory, as graduates rated lifelong learning as the highest attribute, demonstrating their commitment to continuous growth. The lowest-rated attribute, knowledge in the teaching field, still indicated graduates' ability to transform content and integrate technology, supporting meaningful and independent learning. These findings highlighted the importance of personal attributes, ongoing learning, and effective knowledge integration in graduates' employability.[11]

Table 8. Significant Difference in the Effectiveness of the Teacher Education Program Outcomes

Profile Variables	Z-statistic	Chi-square	F-value	p-value	Decision	Interpretation
Age		4.788		0.188	Do not reject HO	Not Significant
Sex	-0.251			0.801	Do not reject HO	Not Significant
Civil Status	-0.24			0.81	Do not reject HO	Not Significant
Highest Educational Attainment	-0.177			0.859	Do not reject HO	Not Significant
Degree of Specialization		7.44		0.114	Do not reject HO	Not Significant
Year Graduated		2.25		0.814	Do not reject HO	Not Significant
Professional Examination(s) Passed		4.081		0.13	Do not reject HO	Not Significant
No. of Training Attended after College relevant to the Field			0.252	0.906	Do not reject HO	Not Significant

As shown in Table 8, all p-values are greater than the 0.05 significance level. Thus, the null hypothesis HO was not rejected. This implies that there is no significant difference in the level of effectiveness of the teacher education program outcomes when the respondents are grouped based on profile. All p-values obtained from statistical tests were found to be greater than the predetermined significance level of 0.05. This implies that the variables considered in the study, such as age, sex, civil status, highest educational attainment, degree of specialization, year graduated, professional examination passed, and number of relevant training attended after

college, did not have a significant impact on the effectiveness of the teacher education program outcomes. In other words, these factors did not show a statistically significant association with the outcomes of the program. The findings suggest that teacher education programs should not overly prioritize these demographic or background factors when designing or evaluating the effectiveness of their programs. Instead, other factors or aspects of the program, such as curriculum design, teaching methodologies, mentorship, and practical experiences, may have a more significant impact on program outcomes. It implies that resources and efforts invested in tailoring the program specifically to different demographic groups may not yield substantial improvements in overall program effectiveness. Instead, a more standardized approach that focuses on the core components of the program may be sufficient to produce positive outcomes. The teacher education program outcomes are relatively consistent across various demographic and background characteristics. This suggests that the program may be effective in equipping teachers with the necessary knowledge, skills, and competencies regardless of their characteristics or experiences.

Table 9. Employment Status of Graduates Per Academic Year

Year Graduate	No. of total graduates	No. of respondents	%	No. of employed	%	No. of unemployed	%	Employability Rate
2017	19	9	25.71	9	25.71	0	0	100%
2018	21	7	20.00	7	20.00	0	0	100%
2019	19	6	17.14	0	0	6	17.14	0%
2020	4	1	2.86	0	0	1	2.86	0%
2021	15	5	14.29	4	11.43	1	2.86	80%
2022	16	7	20.00	7	20	0	0	100%

The table presented data on the employment status of graduates from St. Paul University Surigao for the years 2017 to 2022.
In 2017, there were 19 graduates, and all of them were surveyed. Out of the total graduates, 9 responded to the survey, representing a response rate of 47.37%. Among the respondents, all 9 graduates were employed, resulting in an employability rate of 100%. This indicated that the graduates were able to secure employment relatively quickly after completing their studies. In 2018, there were 21 graduates, and 7 of them responded to the survey (response rate: 33.33%). All 7 respondents were employed, resulting in a 100% employability rate.In 2019, there were 19 graduates, but only 6 of them responded to the survey (response rate: 31.58%). Surprisingly, none of the respondents were employed, resulting in a 0% employability rate. This outcome could be attributed to various factors such as economic conditions, industry-specific challenges, or individual circumstances that affected the graduates' ability to secure employment. It's important to note that the low response rate could also have influenced the accuracy of this particular year's data.In 2020, only 4 graduates participated in the survey, with just 1 respondent (response rate: 25%). Unfortunately, the respondent was unemployed, resulting in a 0% employability rate. The COVID-19 pandemic, which significantly impacted the job market globally, might have played a role in the limited opportunities available for graduates during this time. In 2021, there were 15 graduates, and 5 of them responded to the survey (response rate: 33.33%). Out of the respondents, 4 were employed, resulting in an 80% employability rate. The slight decrease in employability compared to the previous years could be attributed to the lingering effects of the pandemic on the job market, leading to a more competitive environment.Finally, in 2022, there were 16 graduates, and all of them were surveyed. The response rate was 100%, with 7 respondents.

All 7 respondents were employed, resulting in a 100% employability rate. This indicated that the graduates this year were successful in securing employment.In summary, the variation in employment status among the surveyed graduates can be attributed to factors like economic conditions, industry challenges, individual circumstances, and the COVID-19 pandemic. Low response rates in certain years should be taken into account as they may introduce potential bias. Nonetheless, overall employability rates remained relatively high, indicating positive outcomes for the surveyed graduates.

CONCLUSION AND RECOMMENDATIONS
Based on the findings of the study, the conclusions are offered:
1. The competencies learned in college were deemed useful in graduates' first jobs, with communication skills, human relation skills, critical thinking skills, and information technology skills being particularly valued. This highlights the

importance of a well-rounded skill set in the teaching profession, encompassing both technical and interpersonal abilities.

2. The attributes acquired during undergraduate studies, such as communication and relational skills, critical thinking, research, problem-solving, social and ethical responsibility, productivity, accountability, leadership, teamwork, and pursuit of academic excellence, showcase the comprehensive development of graduates beyond academic knowledge. These attributes contribute to their readiness to handle the demands of the teaching profession and make a positive impact in the educational setting.

3. The effectiveness of the teacher education program outcomes was rated as "Always" and qualitatively described as "Very Effective." Graduates recognized the value of lifelong learning, knowledge in the teaching field, and proficiency in knowledge integration. This indicates that the program adequately prepares them for the demands of the teaching profession, fostering continuous learning, and ensuring a strong foundation in subject matter expertise and its application in diverse contexts.

In light of the foregoing findings and conclusions, the recommendations are offered:

1. St. Paul University Surigao should continuously assess and update its BSED curriculum to align with current educational trends, emerging technologies, and the changing needs of the teaching profession. Regular curriculum reviews, stakeholder consultations, and engagement with practicing educators will ensure that the program remains relevant and effectively prepares BSED students for the dynamic demands of the modern classroom.

2. Teachers should create opportunities for BSED students to engage in practical teaching experiences, such as classroom observations, teaching assistantships, or internships. This hands-on exposure will allow students to apply their theoretical knowledge in real educational settings and develop essential teaching competencies.

3. Department of Education, Culture and Arts should continue to focus on enhancing the competencies and attributes developed by graduates during their undergraduate studies. The department should prioritize the reinforcement of communication, human relation, critical thinking, research, and problem-solving skills, as these were deemed most useful by the graduates in their first jobs. Additionally, attention should be given to promoting social and ethical responsibility, productivity, accountability, leadership, teamwork, and the pursuit of academic excellence. While the teacher education program outcomes were rated highly effective overall, special emphasis should be placed on further strengthening knowledge in the teaching field and proficiency in knowledge integration.

4. Future researchers should conduct the same Tracer Study with larger numbers of participants to enhance the study's reliability, generalizability, and statistical power. Longitudinal studies tracking graduates' long-term employability and career progression beyond the initial six months after graduation are recommended. Additionally, exploring the effectiveness of innovative teaching methodologies, such as technology integration and project-based learning, within the BSED program can improve board performance and employability by enhancing subject specialization, addressing difficulties in major/specialization and professional education subjects, and developing soft skills, fostering lifelong learning and knowledge integration in the teaching field.

By implementing these recommendations, St. Paul University Surigao and the College of Education, Culture and Arts can ensure the continuous improvement and effectiveness of their Bachelor of Secondary Education program. Regular curriculum updates, practical teaching experiences, and a focus on enhancing competencies and attributes will equip BSED students with the necessary skills to thrive in the modern classroom. Furthermore, conducting larger-scale Tracer Studies and longitudinal research will provide valuable insights into graduates' long-term employability and career progression, while exploring innovative teaching methodologies will enhance board performance and employability. These collective efforts will contribute to the overall quality and success of the program, benefiting both the students and the education sector as a whole.

IMPACT AND IMPLICATIONS OF THE STUDY

1. **School Administrators.** They could use respondents' demographic information (age, gender, education) to understand their graduates' profiles, enabling them to customize support programs, career guidance, and alumni engagement to meet specific needs.

2. **Department.** They could use graduates' specializations, graduation year, and licensure exam performance to assess the curriculum's effectiveness and identify areas for improvement. They can then provide targeted support, such as specialized review sessions or mentorship programs, for graduates facing challenges in specific exam subjects.

3. **Teachers.** They could incorporate valued competencies (communication, human relations, critical thinking, information technology, problem-solving, and entrepreneurship) into their teaching to better prepare students for the workplace.

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