

TRACER STUDY OF BSED GRADUATES OF PALAWAN STATE UNIVERSITY, ROXAS CAMPUS FROM 2015 TO 2019

Abstract:

This study provided the answers to the following questions regarding the demographic profile of the respondents, the educational background of the graduates in terms of post-graduate studies and professional examination, the employment characteristic, Extent of use of skills in employment, and the suggestions of the graduates in improving the services, facilities and learning environment of PSU-Roxas Campus. The researchers used qualitative design in tracing graduates of Bachelor of Secondary Education major in Social Studies. Qualitative research is a suitable method for tracer study; it is used for collecting data of the graduates, their employability status, educational background, even their demographic profile. It is notable that all of the skills being taught by the university is Very Useful in the employment of the graduates. In general, the graduates acquired skills in the PSU-Campus that are very useful in their employment. This implies that PSU-Roxas Campus trained and produce skilled BSEd graduates.

Keywords: Graduate Tracer Study, Skills of Graduates, Employment Status.

INTRODUCTION

The Philippine Development Plan, 2017-2022, published by the National Economic and Development Authority (NEDA), human capital was listed as one of the aspirations, and the key drivers for the country's growth in the next five years (Business World, 2019). Graduates are the products of the University. They play a vital role in the pride of the campus as well as in the economy. This includes the help for the economic growth through human resources and national development that gives another opportunity for people within the country or internationally.

Every year, the university is producing a quality of graduates with the social obligation of nation-building that will help develop a resilient community through serving as the new leader of the society. Palawan State University is one of the academic institutions in Region IV MIMAROPA that is dedicated to uplifting people's standard of living through producing competent humane graduates.

College Graduate Tracer Studies (GTS) is commonly getting to be a recognizable practice around the world (Badiru and Wahome, 2016). Tracer studies are also known as graduate surveys, alumni surveys, or graduate tracking. It is a powerful tool that will provide valuable information regarding the comparative analysis for evaluating the transitions made and performance of the graduates in the workplace, and including the strength and weaknesses of the university in terms of learning environment, services, and facilities that need lifelong development. According to Gines (2014), "The information gained from these (Tracer Study) can be used by the graduate's alma mater and other education stockholders for curriculum development and other emerging reforms."

Moreover, this study assessed the relevance of curriculum of an education program into the labor market with the inclusion of adequacy of the learning acquired by the students in four years of attending tertiary education and Palawan State University- Roxas Campus is not exempted in conducting a tracer study since it produced graduates from different programs including Bachelor of Secondary Education major in Social Studies.

Similarly, the performance of the university is based on employment status and percentage of board passers as indicted in Program Expenditure Classification (PREXC). Thus, the researchers conducted this research to help the university in providing them the important information for their development in programs and quality assurance. They also determined the unemployed graduates, percentage of the graduates who passed the Licensure Exam for Teachers, and reason why they were not able to pass the Licensure Examination. Furthermore, they gathered the data from graduates including their employability status and transitions after they graduated.

This study focused to trace the BSED graduates of Palawan State University –Roxas Campus from S.Y. 2015-2016 to S.Y. 2018-2019. Specifically, the study provided the answers to the following questions regarding the demographic profile of the respondents, the educational background of the graduates in terms of post-graduate studies and professional examination, the employment characteristic, Extent of use of skills in employment, and the suggestions of the graduates in improving the services, facilities and learning environment of PSU-Roxas Campus.

METHODOLOGY

The researchers used qualitative design in tracing graduates of Bachelor of Secondary Education major in Social Studies. Qualitative research is a suitable method for tracer study, it is used for collecting data of the graduates, their employability status, educational background, even their demographic profile. The qualitative research method is used to understand the questions of how's and why's of the experiences of the people in the world. They tend to be flexible and focused on using data collecting methods through observations, focus groups, surveys, or even secondary research, through collecting existing data in the form of text, images, or any other documents that can support the researcher's studies.

The researchers used the descriptive method using statistics to accurately and systematically describe a certain population, situation, or phenomenon that is being studied. Through this method it would be able to determine the current employment status of the graduates of Bachelor of Secondary Education major in Social Studies, and to gather information regarding the educational background, suggestions of the graduates and to the university and the output that the university should provide to the undergraduates.

The population of the study are the one hundred seven (107) graduates of Palawan State University- Roxas Campus from the program of Bachelor of Secondary Education major in Social Studies from S.Y. 2015-2016 to S.Y. 2018-2019. The researchers used a semi-structured survey questionnaire and it is composed of four parts.

The first part of the questionnaire is about the general demographic profile of the graduates including the respondent's age, sex, civil status, present address and permanent address, email address, Facebook account, and mobile number the educational background

including the post-graduation from other institutions, and the professional examination. The importance of getting demographic information to the respondents is a great way to provide data regarding their background and is necessary for determining the respondent's current potential. The data gathered from their post-graduate studies and professional examination will give information to know the development of the graduates and its contribution to their life works and job qualification.

The second part is the information in regards to the employment characteristics about their current job status, current employment, reasons if unemployed, the extent of use of skills in the current job, and monthly income. Identifying the employment characteristics will provide data regarding the job attributes and their relation to their career.

The third part covers the suggestions of the graduates for the improvement of the services, facilities and learning environment. This will contribute to the development of the university such as policy-making, for its progress in learning environment and program, and advance for teaching methods and strategies. Lastly, the output that the university should provide to help the employability of the undergraduates.

The researchers consolidate and create a new research survey questionnaire based on the statement of the problem that the researchers have formulated and the Tracer Study of PNU Graduates (2014) survey questionnaire developed by CHED that is located in the Part II of the questionnaire, Tracer Study Questionnaire designed by the Research Office of Palawan State University-Roxas Campus that is located in the Part I and II, and The Use of Tracer Study in Improving Undergraduate Programs in The University by Cuadra Et al., (2019) and two different Tracer Study conducted by Ulanday (2021) and Libued (2017) that are also located in the Part II.

The researchers sought an approval for their research title from the office of the Campus Director through the research office of Palawan State University- Roxas Campus. Upon the approval of the research title, the researchers started to conceptualize their paper for the proposal defense. After the proposal, it has passed and revised. The researchers requested for the approval of data gathering and approved by the director through the research office.

For data gathering, the researchers asked for permission from the office of the Campus Director to collect the data information needed and the researchers also requested the list of the names of graduates from Bachelor of Secondary Education major in Social Studies from S.Y 2015-2016 to S.Y. 2018-2019 through the office of the registrar and alumni office. Afterward, the questionnaire undergone pilot testing before it was administered. In disseminating the questionnaire, the researchers used two mediums of distribution, through printed and online questionnaire. The printed questionnaires was provided to the respondents within the vicinity of Roxas, Palawan and for those who are not resides in municipality of Roxas, Palawan sent on their email address, Facebook messenger, or text and call through online questionnaire or google form. Before administering the questionnaire, the researchers politely introduced their names, the university where they are currently studying, and what are the objectives of the research. They also asked for permission from the respondents and their free or vacant time to answer the questionnaires and to be part of the study. The researchers also gave their mobile numbers for further updates. If the respondents gave their responses that they have already answered the questionnaire, the researchers collected the printed questionnaire and gave appreciations for their

participation. After the data was collected the researchers tallied the data gathered and start to interpret the result.

The data gathered used descriptive statistics such as frequency count, percentage, mean, and rank. These are presented using tables through narrative descriptions in defining how the Bachelor of Secondary Education major in Social Studies graduates developed their teaching skills and strategies for their world of work, the usefulness of their degree on their professional competencies, their suggestions for the improvement of services, facilities and learning of the environment of the university and the output that the university provide for the employability of undergraduates.

RESULT AND DISCUSSION

Table 1: Frequency Distribution of Graduates according to their Age

Age	Year Graduated				Total	Percentage (%)	Rank
	2016	2017	2018	2019			
21-23	0	0	8	20	28	26.17	2
24-27	11	21	12	6	50	46.73	1
28-30	7	4	0	4	15	14.02	3
31-33	3	2	2	1	8	7.48	4
34-37	1	2	0	2	5	4.67	5
38-40	1	0	0	0	1	0.93	6
Total	23	29	22	33	107	100	

Table 1 presents the distribution of the graduates by their age. The data revealed that less than one half (46.73%) of the respondents fall under the age bracket of 24-27 while more than one fourth (26.17%) are in the age bracket of 21-23. Furthermore, more than one eight (14.02%) fall under the age bracket of 28-30 while less than one tenth (7.48%) are in the age bracket of 31-33. Consequently, 4.67% fall under the age bracket of 34-37 while 0.93% are in the age 38-40. This implies that the ages of the respondents are appropriate to their academic year and they did not stop their education. Thus, the data also revealed that some of the respondents have older age among their batchmates for the reason that some of them did not continue their years of studying due to personal concerns. It was supported by the study conducted of Almejas et. al., (2017), it can be inferred from the findings that most of the teacher education graduates literally fairly young adulthood stage and the normal stage for students who just graduated from college education.

Table 2: Frequency Distribution of Graduates according to their Sex

Sex	Frequency	Percentage (%)	Rank
Male	30	28.04	2
Female	77	71.96	1
Total	107	100	

Table 2 presents the distribution of the graduates by their sex. The data revealed that less than three-fourth (71.96%) of the respondents are female while more than one fourth (28%) are male. It shows that most of the females are more inclined in the field of teaching and it was supported by the study of Oboza (2017) that Teacher Education program is still dominated by females.

Table 3: Frequency Distribution of Graduates according to their Civil Status

Civil Status	Frequency	Percentage (%)	Rank
Single	83	77.57	1
Married	24	22.43	2
Total	107	100	

Table 3 shows the distribution of graduates by their civil status. The data revealed that more than three-fourth (77.57%) of the respondents are single while less than one-fourth (22%) are married. This implies that majority of teacher education graduates are single since they are recently graduated and prioritizing their career, the study of Reusia et al., (2020) explains that there are respondents who just recently graduated single and they are beginning to build their careers while the 24 respondents pursued their chosen career without seeing that being married is not a hindrance. According to Vigil (2018), family support is fundamental in the academic development of a professional, professor or researcher, either of his original family (parents and siblings) or of his family (wife and children) in terms of motivation, incentives, accompaniment, recognition, and love.

Table 4: Frequency Distribution of Educational Background of the Graduates as to Post-graduate Studies

Post-graduate Studies	Frequency	Percentage (%)	Rank
Master's Degree	10	9.37	2.5
Technical Vocational Course	10	9.37	2.5
No Post-graduate studies taken	87	81.30	1
Total	107	100%	

Table 4 presents the distribution of graduates by their advanced or further studies. The data shows that less than one-tenth (9.37%) of the respondents took Master's degree, and Technical Vocational Course while the study revealed that majority (81.31%) of the respondents have no post-graduate studies taken yet. This implies that there are less of the graduates took further studies due to their personal concerns. However, some of the graduates chose to continue their learning through taking advance or further studies that will help them to develop the skills and knowledge aligned to their chosen field. This was supported by the website of Edukasyon.ph (2022) that postgraduates studies provide more in-depth knowledge about their field, it will help them gain specialized knowledge to advance in their profession, increase industry expertise, and

credibility. Furthermore, Bushi (2018) stated that their current job eats study time, struggles about budget, and feeling burnt out.

Table 5 Frequency Distribution of Educational Background of the Graduates as to Examinations passed

Examinations Passed	Frequency	Percentage	Rank
Licensure Examination for Teacher	53	48.62	1
Civil Service	1	0.92	5
Licensure Examination for Teacher/NC-II	20	18.35	2
NC-II	9	8.26	4
No examination taken/passed	26	23.85	3
Total	109	100	

Table 5 shows the frequency distribution of the professional examination passed by the graduates. The data revealed that for the graduates with professional examination passed, less than one-half (48.62%) of the respondents passed the Licensure Examination for Teachers, almost one-fourth (24.39%) of them also passed the LET and have TESDA NC-II and there are less than one-fourth (23.85%) of the graduates have no examination taken or passed, while NC-II have less than one-tenth (8.26%) such as Computer Literacy Training, Food and Beverage, Agriculture, Therapist, Computer Servicing System, Bread and Pastry Production, and Housekeeping, Computer Processing while there is 0.92% of the graduates passed the civil service. This shows that graduates took TESDA NC-II because it is more advantage for their employability. Similarly, it is one of area given a certain point during the ranking of teacher applicant in DepEd. According to the LETpasser.com (2022) that one of the DepEd ranking points criteria is the Specialized Training Documents that have 10 Ranking Points where TESDA is included. In addition, majority of the graduates from batch 2016 to 2019 passed the LET, this implies that graduates acquired adequate knowledge and skills from the university and the high passing rate of the graduates was supported by the study of Reusia et al., (2020), their findings revealed that the participants obtained a mean LET rating of 80.13 which means that most of the graduates obtained satisfactory scores for their license. In addition, for many teacher-education institutions (TEI's), the performance of graduates in LET is an indicator of high quality and standard (Gerundio & Balagtas, 2014).

Table 6: Frequency Distribution of Graduates according to their Employment Status

Employment Status	Frequency	Percentage (%)	Rank
Employed	83	77.57	1
Unemployed	24	22.43	2
Total	107	100	

Table 6 presents the employment status of the graduates. The data revealed that more than three-fourth (77.57%) of the respondents are employed while less than one-fourth (22.43%) are not employed. It implies that majority of the graduates of PSU-Roxas Campus BSED Program are employed on the different sector. Furthermore, the university teach all the competencies that the graduates should learned, and the university fulfilled its mission to upgrade people’s quality of life. The high employability rate of the graduates was supported by three different tracer studies conducted by (Abela et al., 2015, and Rojas et al., 2016). In the study of Ulanday (2021), her finding revealed that high employability of the teacher education graduates was due to the preparedness of HEI to produce graduates that are ready for the field of work and the fulfillment of mission and vision of the university.

Table 7: Frequency Distribution of Graduates according to Present Occupation

Present occupation	Frequency	Percentage (%)	Rank
Sales Agent	1	1.20	16
Assessment Clerk (LGU Roxas)	1	1.20	16
Elected Officials (LGU Roxas)	2	2.41	7.5
Casual/ Contract of Service	7	8.43	2
Customer Service Advocate	1	1.20	16
Customer Service Representative	2	2.41	7.5
Lawyer Assistant	1	1.20	16
Learning Support Aide	1	1.20	16
LGU Employee	2	2.41	7.5
Pharmacy Assistant	1	1.20	16
Police Officer	1	1.20	16
Probationary (Call center agent)	1	1.20	16
Product Specialist	1	1.20	16
Philippine Identification System (PSA) worker	1	1.20	16
Sales Clerk	1	1.20	16
Sales Executive	1	1.20	16
Self Employed	4	4.82	4
Teacher	53	63.86	1
Welder/Mechanic	1	1.20	16
Total	83	100	

Table 7 shows the frequency and percentage distribution of the employed graduates according to their present occupation. The data revealed that more than one-half (51.81%) of the graduates are teachers, less than one-tenth (8.43%) are casual/ contract of service, while both para-teacher, self-employed, and volunteer teacher have more than one-tenth of the respondents. Further, 4.82% of the respondents are para-teacher, self-employed, and volunteer teacher. While, 2.41% of the respondents are elected officials, customer service representative, LGU employee, and substitute teacher. There are 1.20% of the respondents are sales agent, assessment clerk, customer service advocate, lawyer assistant, learning support aide, pharmacy assistant, police officer, probationary (BPO), product specialist, Philippine Identification System (PSA) worker, sales clerk, sales executive, and welder/mechanic. This implies that more of the graduates pursue

their career aligned to their chosen program however some of them were employed on different sectors such as private company and Local Government Unit even though some of them passed the Licensure Examination for Teacher for the reason that they have seen it as a better opportunity. It was supported by the study of Startz (2016) that, it appears that most education majors do end up in education and spend most of their career working in schools.

Table 8: Frequency Distribution of the Monthly Income of Employed Graduates

Monthly Income	Frequency	Percentage (%)	Rank
Below 5,000	2	2.41	7.5
5,001-10,000	13	15.66	2
10,001-15,000	9	10.84	4
15,001-20,000	6	7.23	6
20,001-25,000	34	40.96	1
25,001-30,000	10	12.05	3
30,001 and above	2	2.41	7.5
No answer	7	8.43	5
Total	83	100	

(This monthly income bracket was adapted from the tracer study conducted by Manapat et al., (2017), and Ulanday (2021))

Table 8 shows the monthly income bracket received by the graduates from their respective employer. The data revealed that less two-fifth (40.96%) of employed respondents fall under the income bracket of 20,001-25,000. Furthermore, more than one-fourth (15.66%) of the employed graduates have the monthly income of 5,001-10,000. Almost one-fourth (12.05%) have 25,001-30,000 monthly incomes while less than one-fourth of them have 10,001-15,000 (10.84%) and 8.43% of the decided not to indicate their monthly income. Less than one-eight (7.23%) has the monthly income of 15,001-20,000 and both 30,001 and above, and below 5,000 and below are 2.41%. This implies that most of the graduates have monthly salary or income that may support their daily needs and this was supported by the study of Cook (1999) as cited by Buriol (2010) stated that job satisfaction is conceptualized as a multidimensional continuum ranging from not satisfied at all to very satisfied and is compose of several components such as satisfaction with pay. On the other hand, graduates are receiving basic salary of teachers as it was supported in the study of Ulanday (2021), her findings revealed that majority of the respondents also received a monthly income of 20,001-25,001.

Table 9: Frequency Distribution of Graduates according to their Reasons of Unemployment

Reasons Of Unemployment	Frequency	Percentage (%)	Rank
Advances or further study	1	4.17	9.5
Advances or further study, and family concern/matters	1	4.17	9.5
Applying for stable job first	1	4.17	9.5
End of contract, and family concern/matters	1	4.17	

End of contract, and currently applying for new job	1	4.17	9.5
End of contract	2	8.33	2.5
Didn't apply for work yet	1	4.17	9.5
Did not passed the LET, and family concern/matters	1	4.17	9.5
Did not passed the LET, No job opportunity, and decided not to find a job.	1	4.17	9.5
Family concern and decided not to find a job	8	33.33	1
Find it hard to have passion in teaching, and waiting for bank job	1	4.17	9.5
In Missionary Affiliation	1	4.17	9.5
No job opportunity	1	4.17	9.5
Waiting for deployment	1	4.17	10
No Answer	2	8.33	2.5
Total	24	100	

Table 9 presents the Reasons of the Graduates why they are still unemployed. One-third (33.33%) of the 24 graduates answered that they are still unemployed because of family concern or matters, while almost one-tenth (8.33%) answered that it is because of end of contract. Further, six of the respondents answered two reasons, one or 4.17% stated that he/she is currently pursuing advance and further study, and family concerns or matters, while one of them (4.17%) answered family concern or matters, and end of contract, one of the respondents also answered end of contract, and currently applying for new job. Consequently, one answered that he/she did not pass the Licensure Examination for Teachers and it is family concern why they are unemployed. Moreover, one or 4.17% indicated that he/she did not pass the Licensure Examination for Teachers, no job opportunity, and decided not to find a job. In addition, one or 4.17% stated that it is hard to have passion in teaching and waiting for bank job. However, one stated that he/she is currently pursuing advance study or further study. In addition, 4.17% of respondents or one indicates that the reason is Missionary Affiliation. Another one stated that there is no Job Opportunity, and the last one answered that he/she is currently waiting for the deployment. In addition, some are unfortunate to pass the Licensure Examination for Teacher that is one of the requirements to become a professional teacher, and some of their stated reasons associates with their personal concerns. This implies that family has a big impact in the employment status of the graduates, there are individuals who are working for their family but in the study revealed that the family is the primary reason of unemployment, and some of them were unemployed due to the fact that they have obligations to fulfill as a parent. Parents who take time off work to look after their children may struggle to get another job (Gray, 2018). Moreover, some of the respondents faced uncertainties in terms of seeking a job that suits for them, and some stated that teaching is not for them.

Table 10: Distribution of Usefulness of Acquired Skills in the Employment of the Graduates.

Teaching Profession n=53		Non-Teaching Profession/Job n=31	
Extent of use of skills	Mean	Extent of use of skills	
Teaching Skills	4.89	Human Relation Skills	4.71
Test Construction Skills	4.81	Communication Skills	4.68
Lesson Planning Skills	4.81	Time Management	4.68
Communication Skills	4.79	Problem-solving Skills	4.68
Human Relation Skills	4.77	Critical Thinking Skills	4.61
Time Management	4.72	Information Technology Skills	4.55
Critical Thinking Skills	4.70	Analytical Skills	4.55
Information Technology Skills	4.66	Ethical Skills	4.45
Problem-solving Skills	4.64	Leadership Skills	4.29
Ethical Skills	4.64	Research Skills	4.23
Analytical Skills	4.62		
Research Skills	4.58		
Leadership Skills	4.53		

Legend:

- **Very Useful-4.21-5.00** ● **Not useful-1.81-2.50**
- **Useful-3.41-4.20** ● **Not Very Useful- 1:00-1.80**
- **Somewhat Useful-2.61-3.40**

Table 10 presents the distribution of the extent of use of skills of the graduates on their current employment. The table was divided into two parts, the first part is for the skills acquired by the graduates who are in the teaching profession while the second part is for the non-teaching profession or job. In **Teaching Profession**, the data revealed that teaching skills top most among other skills and got a mean score of 4.89 and this is what the teacher education graduates acquired in our four years in college, they become job ready because they have the ability to teach the youth. Teacher should have skills that will emotionally support classroom organization and instructional support aspects of classroom interaction among teachers and students (teflcourse.net website, 2020).

While test construction skills got 4.81 as it plays a crucial part of the teaching and learning process. This aspect of teachers' responsibility has been questioned by several authorities in contemporary times. The study explored the test construction skills of Senior High Schools (SHS) teachers in the Cape Coast Metropolis. This study was supported by Moako, Isaac; Ankomah, Francis International Journal of Assessment Tools in Education, (2019), the results revealed that the teachers have limited skills in the construction of end-of-term examination.

Consequently, lesson planning skills also got a mean score of 4.81, and it was very useful in the employment of the respondents due to the fact that most of the respondents are in the field of teaching and the process of crafting lesson plan in their four years of attending tertiary education was fully applied in their present occupation. According to J. Savage ((2014), Lesson planning is an essential component of every teacher's practice. It is a part of three-tiered, integrated pedagogy: planning, teaching, and evaluation.

Furthermore, communication skills got a mean score of 4.79 and it is considered as very important in the field of work. It is one of the most the skills that the students specifically the

graduates should acquire on their years of education. According to Silver (2018), that teachers who have communication skills are prepared to instruct, advise, and mentor students. In addition, he stated that teachers must communicate with colleagues and update administrations on students' progress.

It was followed by Human Relation Skills that has 4.77 mean score that very useful for their extent of use of skills. It is having good relation with others, particularly the relationship within colleagues, faculty and staff, students, and parents. It was supported by Indeed (2021) that is critical for developing and maintaining a positive work environment, retaining employees, and encouraging productivity.

Further, time management that got 4.72, it implies that time management is very essential for every teacher with a fact that there is limited time to teach due to the tasks assigned to the teachers. According to Eva (2015), "it can use in the classroom to optimize learning opportunities for students." In addition, "it was stated by the website Resilient Educator (2022), that the teachers can increase their productivity and provide a better education for student."

While Critical thinking skill got 4.70 of the mean score as it helps the teachers or the graduates to be more objective were analyzing the problem without allowing personal bias, assumption or emotion. According to Murawski (2014), instructor who teach critical thinking provide with the opportunity to understand and take charge of their learning.

It was followed by information technology skills that got 4.66, one of the most important skills in 21st century job is the Information technology since most of the work are driven by new technology to work easier, and it is convenient and efficient to use and it was supported by the study of Gines (2014) that graduates of teacher education are well-equipped in terms of information technology skills.

In addition, problem solving skills got 4.64 that will be a great help in assessing any kind of situations in the classroom and calmly identify its solution. It was supported by article of Indeed (2021) that problem-solving skills help you determine the source of a problem and find an effective solution. It was supported by the study of Ramirez et al., (2014), the graduates found these skills relevant in the 21st century job market and one of the requirements of employer from their employees. Thus, other skills were also relevant but were classified the least related since they could as they went along in their job.

Further, ethical skill was also remarked as very useful 4.64 since it is one of the most important skills that the teacher should acquire, most of the graduates landed into the field of teaching and it is expected to them to possess good behavior and morality. One of the foundations of this skills is the Code of Ethics for Teacher that as professionals, teachers should follow each code. Every teacher should show an equal level of dignity to every person as an individual starting with their first common lesson (Gluchmanova, n.d.).

Consequently, analytical skills got 4.62 and it implies that it is one of the most important skills that the teacher must have in profession because with this we could easily learn, it is the ability to deconstruct the information.

Thus, research skills got 4.58, and it was remarked as very useful since the late respondents had experienced crafting research paper as one of the requirements to finish the

course, thus it was seen in the responses of the graduates that it has a lower mean which implies that they are making research paper occasionally. The respondents are still considered service teachers and are not yet required to conduct researches at this point (Gines, 2014).

Lastly, leadership skills that got the mean score of 4.53 and was remarked as very useful in the workplace of the respondents, this implies that the graduates applied PSU shared values that the letter L of EQUALITY stands for Leadership by example and it is necessary for a teacher because they are trained to become a good leader to their students, teachers shall embody the character of a true leader. However, even the leadership remarked as very useful, it is still got a lower mean which is acceptable since most of the respondents are fresh graduate and still developing the sense of leadership and this was supported by the study of Gines (2014) that leadership skills is much lower presumably because they are still young and relatively new in their profession that opportunity for leadership has not been afforded.

Thus, teaching skills, test construction skills, and lesson planning skills was only gathered in the respondents who landed into the field of teaching since they are more likely to apply these skills in their present occupation. In the **Non-teaching Profession or Job**, Human Relation Skills got 4.71 mean score and it implies that the non-teaching profession are more likely to maintain and build a healthy interaction between their colleagues in their respective employer. The article of Indeed (2021) stated that Employees; interpersonal relationships influence a company's success, and human relation skills help manage and guide these relationships.

While communication skills, time management, and problem-solving skills got 4.68 and it implies that these three skills play a crucial part in different employers. To have an employee who can communicate effectively, have the ability to utilize the time properly and can find a solution the problems encountered will served as advantages of the company. Good Communication is also an important factor in client relationships, profitability, team effectiveness, employee engagement (Bosworth, 2016), Problem solving is the source of all new inventions, social and cultural evolution, and the basis for market-based economies. It is basis for continuous improvement, communication learning (Tregoe, 2022), effective time management is the process of utilizing your time to plan your days so that you can do your work with less effort, and make the most out of your time. By controlling it, you can achieve greater and better outcomes in less time, **with no stress** (Dahal, 2022). while critical thinking skills has 4.61 which is very important in any profession and crucial to think innovation that will be beneficial to the company or other sectors and this was supported by article of University of the People (2022), by practicing critical thinking, they are allowing themselves not only to solve problems but also to come up with new and creative ideas to do so. It was followed by information technology skills and analytical skills that got a mean score of 4.55, the companies require their employee to be computer literate and this was supported by article of Cape Town (2018), computer skills are valuable addition to any employee's personal portfolio. Upskilling and polishing your computer literacy can greatly increase your desirability to employers. Thus, ethical skills got 4.45 that is very crucial since companies give emphasis in the work ethics of the employees. Consequently, leadership skills got 4.29 and research skills got 4.23 since some of the company in the Philippines do not require research paper on their employees especially if it is non-teaching profession.

It is notable that all of the skills being taught by the university is Very Useful in the employment of the graduates. In general, the graduates acquired skills in the PSU-Campus that are very useful in their employment. This implies that PSU-Roxas Campus trained and produce skilled BSEd graduates. It was stated in the PSU objectives that, university “Provide opportunities for students to apply their knowledge and skills in dealing with academics, personal or social, and career problems that may affect them in their day-to-day living” [Http://www.psu.palawan.edu.ph](http://www.psu.palawan.edu.ph)

Table 11: Frequency Distribution of Suggestions of the Graduates in terms of Services

SERVICES	Frequency	Percentage %	Rank
Technology			
More advanced and equipped technologies provided for the students (i.e., computers, Wi-Fi, television, and projectors)	9	8.41	4
Faculty and Staff			
Accommodative and effective faculty and staff members in providing services offered (i.e., teaching, well-knowledge and skilled instructors, and admissions)	23	21.50	2
Transactions			
Faster and convenient transactions in terms of school papers and requirements	10	9.35	3
Transparency of funds	5	4.67	5
No Suggestion	60	56.07	1
Total	107	100	

Table 11 shows the suggestions of the graduates in terms of services provided by the campus. The data revealed that more than one -half (56.07%) of the respondents have no suggestions to the services given by the campus. There are less than one-fourth (21.50) of them suggested to have accommodative and effective faculty and staff members through teaching, being well-known edge and skilled instructors and be on the admissions of the students. There are less than one-tenth (9.35%) suggested to have a faster and convenient transactions in terms of school papers and requirements. In addition, there are 8.81% of the graduates suggested to have more advanced and equipped technologies provided to the students and there are 4.76% of them suggested to have transparency of funds. To sum it up, it implies that more of the graduates have no more suggestions in terms of services because the campus provided a good and quality service to the students. While there are some of the respondents emphasize the services which the faculty and staff are involve where the service given by the faculty and staff plays an important role inside the campus. In addition, there should be an improvement in terms of financial transparency among the campus and its’ stakeholders. On the other hand, the university started to fulfill the suggestions mentioned above and it was seen by the current students of the

university. It was supported by the Academic Affairs and Enrollment Management (2021) that primary duties of faculty include effective classroom teaching, academic advising and counseling of students, applied research or scholarly activity, and service such as assisting in recruitment of students and initiatives designed to help students succeed academically.

Table 12: Frequency Distribution of Suggestions of the Graduates in terms of Facilities

FACILITIES	Frequency	Percentage %	Rank
Buildings			
More computer units	12	11.21	3.5
Additional building	20	18.69	2
Additional ventilated classroom	8	7.48	5
Technology & Materials			
Technology Advancement	12	11.21	3.5
Learning materials	5	4.67	6
Additional materials in facilities	2	1.87	8
More up-to-date method of teaching	1	0.93	9
Availability of equipped laboratories	3	2.80	7
No suggestions	44	41.12	1
Total	107	100	

The table 12 presents the suggestions of graduates in terms of facilities. The data revealed that more than two-fifth (41.12%) of the respondents have no more suggestions in terms of facilities and less than one-fifth (18.69%) suggested to have additional building or rooms. There is more than one-tenth (11.21%) of the respondents suggested to have technology advancement and more computer units. There are 4.67% suggested to have additional learning materials, 2.80% suggested to have availability of equipped laboratories, 1.87 suggested to have additional materials in facilities, while there are 0.93% suggested to have more-up-to-date method of teaching. This implies that the respondents wanted emphasize the importance of facilities such as buildings to the learnings of the students, on the other hand, the university started to develop more buildings such as rooms, students center, and laboratories to enhance the skills and learnings of the college students. This was supported by Andrews (2019), the quality of school facilities affects students in two ways. Firstly, a lack of facilities limits the ability

of a student to achieve various learning and extra curricula activities. Secondly, a lack of facilities has a negative impact on a teachers' job satisfaction, which undermines their motivation to teach.

Table13: Frequency Distribution of Suggestions of the Graduates in terms of Learning Environment

LEARNING ENVIRONMENT	Frequency	Percentage %	Rank
Conducive Classroom			
Rooms are ventilated, well-organized, and the number of students should be minimized.	26	24.30	2
Assisting and guiding the students			
Addressing learner’s needs for faster and effective learning	20	18.69	3
Learning culture			
Learning environment should build positive and healthy for the students.	8	7.48	4
Innovation in Learning environment			
There is a presence of technology that will scaffold the learnings of the students.	3	2.80	5
No Suggestions	50	46.73	1
Total	107	100	

Table 13 presents the suggestions of the graduates in terms of Learning Environment. The data revealed that less than one-half (46.73) of the respondents have no suggestions in terms of learning environment. There is almost one-fourth (24.30%) suggested to have a conducive classroom including the ventilated and well-organized rooms, and minimize the number of the students. There are less than one-one-tenth (7.48%) of the respondents suggested to have a learning environment that caters the learning culture through building a positive and healthy learning environment for the students while there are 2.80% suggested to have an innovation in learning environment through the presence of technology that will scaffold the learnings of the students. This implies that more of the graduates are satisfied with the learning environment of the university. Some of them ensure the classrooms are conducive for learning and it is very important in the teaching and learning process as it was supported by Helen Clark (n.d.) as cited by Curtis (2002) “Physical features, such as light, space, furnishings and equipment, can make people feel valued- or not.” The respondents also suggested to add computer laboratory and this will be a great help for the students who doesn’t have laptops or computers. In addition, the respondents also suggested to build positive learning culture where the healthy competition between students happened. Thus, the Director with the help of instructors and other staffs of the campus continuously ensure the healthy environment inside the campus, According to Verma

(2019), a positive classroom environment helps improve attention, reduce anxiety, and supports emotional and behavioral regulation of students. When educators imposed a positive learning culture; learners will gain higher motivation creates wonderful learning outcomes.

Table 14: Frequency of Suggestions of the Graduates in terms of Suggested Programs

SUGGESTED PROGRAMS	Frequency	Rank	Percentage
Collaborate with other stake holder to have job fair	6	5.61	5
Establish post-graduate institution	8	7.48	3.5
Programs (i.e Seminars, training and workshops)	31	28.97	1
Activities for counselling (like guidance counselling and business counselling)	2	1.87	8
Seminar and team building	1	0.93	16.5
Seminar trainings and graduate school	1	0.93	16.5
Development in skills (i.e. Communication and technology skills)	8	7.48	3.5
Enlighten graduates in application for DepEd and update demo qualification for ranking DepEd applicant	1	0.93	16.5
Trainings and Job fair	1	0.93	16.5
Total	107	100	

Table 14 presents the distribution of the suggested programs of the graduates. It shows that more than one-fourth (28.97%) graduates who suggested to have programs like seminars, training, and workshops and no suggestion that have (28.04%) of the respondents. Less than one-eight (7.48%) suggested to have development in communication and technology skills and suggested to establish post-graduate institution while more than one-fifth (1.87%) are to have activities for guidance and business counselling, offer vocational courses, and uplift intrapersonal motivation among the students while one-fifth (0.93%) of the respondents suggested to have additional majorship/courses, batch reunion, community service, pre-LET review and pre-LET interview, provide an open university, seminars and team building, seminars, training, and graduate, be productive and be patience to all client, demo teaching and webinars, enlighten graduates in application for DepEd and update demo qualification for

ranking DepEd applicant, trainings and Job fair, OJT and field study, intramural meet and no answer. The data revealed that most of the graduates suggested to have seminars, training, and workshops that will help them on their employment. It will enhance their knowledge and skills that may help them on their chosen career or employment. It was supported by Leyale (2015) that, teacher education is encourage to attend seminars and trainings that would provide them the skill to develop their needed skills in the workplace.

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