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## Employment Status of Tagoloan Community College BSED-English Graduates School Year 2014-2019: A Tracer Study

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### ABSTRACT

This study investigates the employment status of Bachelor of Secondary Education (BSED) English graduates from Tagoloan Community College (2014-2019). It examines their career trajectories, the nature of their employment, and the correlation between their roles and their educational experiences. The research utilizes a mixed-method explanatory sequential design, indicating that the majority of participants are female, aged 26-30, and employed in teaching roles with salaries between \$26,000 and \$30,000. The study identifies socio-economic and competency challenges, including job vacancies, financial constraints, and communication skills. Some ideas are to use different ways of teaching and an Appreciative Inquiry approach to help future teachers get better at communicating and make career support services better.

Keywords: Challenges, Education, Employment Status, Employability, Tracer Study, Quality Assurance Education

### 1. Introduction

The employment status of graduates assesses an institution's efficacy in equipping them for the job market in accordance with their program. This study investigates the employment status of Bachelor of Secondary Education (BSED) English graduates from Tagoloan Community College during the academic years 2014-2019. By looking at the career paths these graduates have taken, the jobs they have, and how relevant their jobs are to their field of study, we can learn a lot that could help us improve the curriculum or career support services. The BSED major in English Program is a four-year course of study that gets students ready to work as teachers. To assess the program's effectiveness in preparing students for their careers, it is essential to examine the employment status of its graduates. This study builds on previous research by Gagalang (2020), Pontillas et al. (2023), Alamsyah (2021), and Refugia (2021) by focusing on the employment outcomes of BSED English graduates, examining their career paths, types of employment, and the relevance of their degrees to their jobs.

Villar et al. (2021) contend that education significantly influences students' career trajectories, while Ahlryd (2022) highlights an enduring dichotomy between academic education and professional practice. Employment outcomes are a crucial metric for assessing the effectiveness of educational institutions in preparing graduates for the workforce. The objective of this study is to evaluate the congruence of the BSED English curriculum with employment outcomes and to pinpoint any inconsistencies between educational preparedness and job market readiness. Tracer studies are significant for assessing the employability of graduates and the efficacy of their education. Pentang et al. (2022) and Caingoy et al. (2021) emphasize that these studies aid higher education institutions in assessing the quality of their programs and their conformity with industry standards.

Although research exists regarding curriculum and employment outcomes, there is inadequate focus on the particular impact of the BSED English curriculum on employment status. This study aims to rectify that deficiency by analyzing the factors influencing employment and the challenges faced by graduates. Tracer studies yield substantial insights into graduates' career trajectories, the alignment of their education with professional responsibilities, and the overall effectiveness of educational programs. Caingoy et al. (2021) noted that state universities and colleges (SUCs) in the Philippines must monitor their graduates to obtain feedback that will enhance their curriculum and career support services. This study aims to provide a comprehensive analysis of the career paths of BSED English graduates in recent years, thereby facilitating the enhancement of educational practices and the employability of graduates.

### 2. Methodology

The researchers employed a mixed-method explanatory sequential research design. The objective of this study was to identify the graduates of the Bachelor of Secondary Education in English program at Tagoloan Community College from 2014 to 2019. The researchers employed a particular type of online survey questionnaire. There were six questions on the questionnaire that asked about the participants' profiles. These included their age, gender,

job status, salary, type of work, and how important their job was to them. Furthermore, a set of detailed questions was utilized to gather information about the challenges faced by participants in securing their current employment. The researchers utilized a convenient sampling method, allowing participants to contribute valuable insights for the mixed-method research.

For the statistical analysis, problem 1 utilized frequency counts and percentage distributions to ascertain the respondents' personal profiles regarding age and gender, while problem 2 employed the same methods to evaluate the participants' employment status in terms of regular, job-order, salary, type of employment, and job relevance. In problem 3, thematic analysis was utilized to ascertain the challenges encountered by graduates in securing their current employment in relation to qualifications and employability.

### 3. Results and Discussion

The goal of this Tracer Study was to find out how many BSED English graduates from the years 2014–2019 were working and what jobs they had. It told us what percentage of graduates got jobs that were related to what they studied. Evaluating the institution's effectiveness, especially the English Program, helped find the program's strengths and weaknesses, areas that could be improved, and any gaps in the curriculum. The primary objective of this Tracer Study was to utilize the employment outcomes of the aforementioned graduates to assess and evaluate the institution's effectiveness.

The study found that 69 of the graduates, or 76.67%, were between the ages of 26 and 30. Twelve of them, or 13.33%, were between the ages of 20 and 25. Six of them, or 6.67%, were between the ages of 36 and 40. Two of them, or 2.22%, were between the ages of 31 and 35. This means that people who major in English in Bachelor of Secondary Education programs are likely to find work, regardless of their age. This showed that people who major in English in a Bachelor of Secondary Education program are very employable and needed in the education field. There were 78 women and 86.67% of the graduate participants were men. On the other hand, 11 or 12.22% of male respondents said they were gay, while 1 or 1.11% said they were gay.

The salary information showed that 68 (75.56%) of the graduates made between \$26,000 and \$30,000, and 8 (8.89%) made between \$10,000 and \$15,000. Five of the participants, or 5.56%, made between \$31,000 and \$40,000, and four of them, or 4.44%, made \$41,000 or more. The data showed that the salaries of BSED English graduates were different, with a lot of them making mid-range salaries. Things like the type of school they work at, where they live, and how long they've been doing it could change this.

It showed that the BSED English graduates from Batch 2014 to 2019 were either regular employees or job order employees. 82 of the 90 graduate participants, or 91.11%, were regular employees. Eight of the 90 graduate participants, or 8.89%, worked for Job Order. This meant that there were jobs for Tagoloan Community College's BSED English graduates and that they were in high demand. Reusia et al. (2020) stated that the number of employed graduates exceeds that of unemployed graduates. This information showed that many people who got a degree in English Education have jobs that will last. When asked about their jobs, 84 people (93.33%) said they worked full-time. Two people (2.22%) said they worked part-time, on a contract basis, or were self-employed.

The survey results also showed that a lot of the 90 people who took part (70 or 77.78%) thought the job was very relevant, and 12 (13.32%) thought it was relevant. This showed that most of the people who answered thought the job was very relevant. Five or 5.56% of the graduate participants thought it was neutral, and one or 1.11% of them thought it was somewhat relevant. However, 2 or 2.22% of the people who took part thought it wasn't important. These findings suggested that most employees regarded their roles as significant and suitable, demonstrating a robust correlation between their positions and responsibilities. Smith and Johnson (2020) studied how perceived job relevance affects employee engagement, showing how important it is for job satisfaction and performance. The data showed that the workers thought the job was important and useful, and that it fit well with what they had to do.

The graduates also had to deal with two big problems: not having enough money and not having enough skills. On the other hand, one of the main things that helped the graduates get jobs was the chances they had. Because of these things, it is hard for graduates to find work and often hard for them to get into the education department or other fields. If they passed the tests, the graduates would be able to find work in their field of study before they graduated. The study of graduates' employability is significant in contemporary societies as it impacts individuals, the educational system, employers, and society at large.

### 4. Conclusion

Based on what the participants said, Tagoloan Community College's BSED English graduates are skilled and effective, and their curriculum is well-suited to the needs of the industry. The challenges faced by graduates in securing employment are largely inevitable and inherent, considering the economic circumstances and educational system of the Philippines. The graduates had trouble finding jobs because of social and economic issues like not having enough money and not enough jobs available. The skills they need are necessary to become a teacher. People think that eligibility is a social problem because it has to do with money problems. The most important and in-demand skill is being able to communicate well, which is what employers want. Professional development is a benefit and a long-term goal for the participants because they want to get better at teaching and change how they do it. People who used Tagoloan Community College's career services found jobs, which is why they were so important.

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