

EMPLOYABILITY OF CARAGA STATE UNIVERSITY CABADBARAN CITY TEACHER EDUCATION GRADUATES ACADEMIC YEAR: 2016-2018

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ABSTRACT: *This study aimed to determine the employability of Teacher Education graduates within the year 2016-2018 from a state university in Caraga Region, Philippines. The study made use of the descriptive method. The quantitative method used survey questionnaire to gather data from 179 Teacher Education graduates. The data gathering instrument used by the researchers is the Graduate Tracer Study approved by the university anchored on the educational philosophy of the Commission on Higher Education (CHED). There were 90 out of the 142 (63.4%) respondents who were employed. Most of the respondents went into a non-teaching job for 2 months to a year before landing on a teaching career. Their primary reasons for their waiting time before they landed a teaching job were their preparations for Licensure Examinations for Professional Teachers (LEPT) and no available teaching item in the Department of Education (DepEd). However, at the time of the conduct of this study, 46.7%, (42 out of 90), were designated a teaching position and mostly working at DepEd which implies that the work acquired is related to the program completed. It can be deduced that the university is a great help in producing employed graduates in its community. Likewise, most of them have a permanent status, 48.9 % (44 out of 90) in their workplace, assigned in their related fields which means a good development in the graduates' career since they have already obtained security tenure, in which, 37.8% (34 out of 90) have an expected income ranging from 21,000 to 30,000 pesos. When questioned whether or not the curriculum they had in college is relevant in their first job, majority of the respondents (57%) answered that the curriculum of the program they had in college is indeed related and applicable to their current jobs. In this study, one of the recommendations of the researchers is to conduct a periodic review of the Teacher Education curriculum to guarantee that graduates are equipped with the acquired necessary knowledge and skills to make them highly employable in their teaching field.*

Keywords: *Tracer study, Teacher Education, Employment*

1. INTRODUCTION

In facing the challenges of the 21st century, the rapid international rise of knowledge-driven economies and the drastic impacts of information technology and globalization, numerous educational reforms and school re-structuring movements have been initiated and implemented to pursue effective education in the country and other parts of the world [1]. In the process, policymakers and educators have to consider seriously how to improve their schools, reform their curricula, and prepare the young to a more effective way of coping with challenges in the new era [2].

To meet the global standard, Philippine education particularly higher education is currently implementing the Outcomes-Based Education (OBE) curriculum reequipping teachers to teach 21st century skills; finding better authentic assessment strategies; and redirecting focus with the use of technology [3,4].

The Commission on Higher Education was formed in which the main goal is to become the key leader of the Philippine higher education system to work effectively in partnership with the major higher education stakeholders in building the country's human capital and innovation capacity toward the development of a Filipino nation [5]. This, in effect, mandates CHED to promote relevant, efficient, and quality higher education that covers universities and colleges.

In the Caraga region, Caraga State University Cabadbaran City (CSUCC) is one of the most competitive universities that offers many programs. Teacher Education having Industrial Technology as a major field of specialization is one of the programs offered by the university. These programs are the Bachelor of Technology Teacher Education (BTTE) and

Bachelor of Industrial Arts Education (BIAE) under the College of Industrial Technology and Teacher Education.

BTTE and BIAE programs are designated to produce graduates equipped with technical teaching, competencies for positions in secondary and post-secondary schools and training centers, and the component of the new Enhanced Basic Education Curriculum which is the K to 12. Last August 1, 2017, the Accrediting Agency Chartered Colleges and Universities in the Philippines (AACUP) awarded the Level II Re-Accredited Status of the Teacher Education program.

The employability of higher education graduates is one of the first priorities in the country [6]. The collected data is an important indicator of the quality of higher education. In the Philippines, the Commission on Higher Education requires all Higher Education Institution (HEIs) to conduct a tracer study and is equally reflected as one of the required documents by any higher education accrediting body such as the AACUP, Inc.

Caraga State University Cabadbaran City is truly conforming to the university's mission that endeavors to produce a globally competitive and socially responsible human capital towards sustainable and inclusive development of the Caraga Region and beyond. Thus, the programs primarily set goals to be accomplished every year to produce competitive graduates equipped with both technical and teaching competences, to provide learning facilities and tools to meet current and emerging needs, to conduct action research geared to improving instruction, and provide upgraded learning resources to meet the students' emerging needs in a rapidly changing educational environment. To establish the relevance

of the curriculum the conduct of the tracer study on the employability of the graduates is very important and a must be a tracer study is a vital source of information to know what happened to the graduates of the academic program in this institution. Thus, this tracer study was conducted to determine the employability of Teacher Education graduates within the School Year 2016-2018.

2. MATERIALS AND METHODS

Research Design. The study made use of the descriptive quantitative research method. This research was conducted at Caraga State University Cabadbaran City Campus (CSUCC), Teacher Education Department located in Barangay 11, Curato Street, Cabadbaran City. The Teacher Education department is level II reaccredited by the AACUP effective until October 2022.

Research Sample and Sampling. There were 179 graduates of BIAE and BTTE graduates from 2016-2018. In this study, there were 76.7% or 142 out of 179 graduates who responded to the survey (see Table 1). These respondents were given a google survey questionnaire form thru online and were given enough time to answer the questionnaire during their breaks and after work hours to accomplish the forms.

Research Instrument. The primary research instrument for the study was a survey questionnaire designed to determine the employability of Teacher Education graduates within the year 2016-2018. The researchers utilized an adapted questionnaire from Caraga State University Main Campus Alumni Tracer Study anchored on the educational philosophy of the Commission on Higher Education. The Google form survey questionnaires were distributed thru emails, messenger, and short message service (SMS). The researchers made a follow-up through Facebook, phone calls and messenger who were not easy to reach. Data gathered were analyzed through descriptive statistic method using frequency, percentages, and mean as presented in tabular and graphical forms.

Ethical Consideration. Respondents were informed about the study via email and social media, and their participation was entirely voluntary. Face-to-face interviews were not conducted since several provinces in the Philippines were under ECQ status at the time of this research. The respondents were informed that their responses would be kept strictly confidential, and no harmful information will be disclosed to other people.

3. RESULTS AND DISCUSSIONS

This section presents the results of the study as to the respondents' profile, employment status, whether or not the graduates' first job whether related to their program in college, the respondents' gross monthly earning in their first job, how long it took the respondents to find their first job, whether the school's educational program was important in their jobs, and the capabilities they learned in school that helped them obtain teaching positions.

Table 1 shows the profile of the respondents (sex, age group and civil status). The results reveal that there were 76.7% or 142 out of 179 graduates who responded to the survey.

Among the respondents, 108 were female (76.1%), while 34 (23.9%) were male. The tracer study of Pental et al. (2022) showed similar findings that most of the education graduates were female. In addition, most of the respondents (132 or 93%) came from the age group below 30 years old while only 10 (7%) came from the 30 and above age group. Results show that only 23 (16.2%) respondents were married while 119 (83.8) were single. Most of the respondents (132 or 93%) came from the age group below 30 years old while only 10 (7%) came from the 30 and above age group. Results show that only 23 (16.2%) respondents were married while 119 (83.8) were single.

As to employment status and employment type, Table 2 reveals the employment status and employment type of the respondents. It can be observed that out of 142 respondents most of them, 63.4% (f=90), were employed while 25.4% (f=36) were unemployed and 11.3 % (f=16) of them were self – employed during the conduct of this study. Moreover, 91.1% (f=82) of the employed respondents were working full time, while 5.6% (f=5) were working part-time but seeking full time work and only 3.3% (f=3) were working part-time. The result is similar to the tracer study of Pentang [7] where most of the education graduates were employed.

It can be gleaned in Table 3 that among of the occupational classification of the respondents, most of them 31 or 34.4% were working as professionals. This result coincides with the graduates' present designations which are mostly in teaching positions.

As to monthly income of the employed respondents, Table 4 reveals that majority 34 (37%) of the respondents had an income range of Php21,000 to Php30,000 while 24 (26.7%) had an income range of Php10,000 to Php20,000 and below Php10,000.

This is different from the findings of Biscante, 2019 [8] where most of the education graduates had an income ranging from Php 5,000 to less than Php 10,000. The salary range, which most of the employed respondents had, would have been because most of them were teacher employed receiving the basic monthly salary of a Teacher I under SG 11 following the final tranche of the Salary Standardization Law (SSL) in 2019 which was Php20, 754, constituting a 119.25% increase. Table 5 displays the First Job of the respondents and whether or not these are still their current jobs. Findings suggests that most (45 or 50%) of the respondents had Non-teaching jobs at first. On the other hand, 40 or 44.4% of the respondents answered Teaching as the first career. In addition to that, most (54 or 60%) of the respondents answered that their first job is no longer their current job, while 36 or 40% said that their first job is their current job.

The results further show that their current jobs, at the time this study was conducted, were teaching jobs, mostly Teacher 1 designation (33 or 36.7%), Instructor 1 (5 or 5.6%), assistant teacher (1 or 1.1%), and substitute teacher (3 or 3.3%). A total of 42 (46.7%) employed graduates were in teaching positions. Some of them were designated as Administrative Aide (6 or 6.7%). This implies that most of the respondents got a teaching job at the time of the study.

This implies further that their current jobs matched the program they took in college. A total of 42(46.7%) employed graduates were in in teaching position. Some of them were designated as Administrative Aide (6 or 6.7%). This implies that most of the respondents got a teaching job at the time of the study. This implies further that their current jobs matched the program they took in college. Likewise, the department where the respondents worked was also determined in the study. Table 7 shows that most (28 or 31.1%) of the respondents were working at DepEd. Other respondents worked in Other Private sectors (17 or 18.9%) and the rest worked in Private Academic Institutions (11 or 12.2%). These results support the data gathered in Table 6 that most of them were in teaching positions while Table 7 further explained that they were employed in the government sector or the Department of Education. This is similar to the study of Ulanday (2020), where 62% of the education graduates were employed in the Public sector [9]. The study shows that 44 (48.9%) of the respondents have a regular employment status. It means that the respondents have already obtained security of tenure.

There were 36 (38.9%) respondents with Contractual appointment status, while 11 (12.2%) had a Casual appointment status. The status for permanent position contradicts the study of Oboza (2017) where there were no education graduates who occupied a permanent status, while 74% were contractual [10].

Figure 1 displays that among the employed respondents, 57% of them have teaching jobs or jobs that are related to the program they took in college, whereas 43% of them have obtained jobs that are not related. This is a good indication that the college program they graduated from is well-matched to the present jobs of graduates which is teaching.

Figure 2 reveals that 68% of the respondents took them 2 to 12 months or less than a year to land in their first employment. It is also noteworthy that only 10% of the respondents spent more than 12 months to find their first job. The average gap for the respondents in this study is contrary to the time gap of Cornillez et al. (2021) [11], which is 1 to 6 months after graduation and it took less than one month for most of the respondents (48.95%) to land in their first job.

Table 1 Distribution of the respondents' profiles in terms of sex, age group, and civil status.

Program	Batch	Profile											
		Sex (N = 142)				Age group (N = 142)				Civil Status (N = 142)			
		Female		Male		Below 30 yrs.old		30 yrs.old and above		Married		Single	
		f	%	f	%	f	%	f	%	f	%	f	%
Bachelor in Industrial Arts Education (BIAE)	2016	8	100.0	0	0.0	6	75.0	2	25.0	3	37.5	5	62.5
	2017	8	66.7	4	33.3	11	91.7	1	8.3	1	8.3	11	91.7
	2018	18	78.3	5	21.7	20	87.0	3	13.0	4	17.4	19	82.6
	2019	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
Bachelor in Technical Teacher Education (BTTE)	2014	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
	2016	10	71.4	4	28.6	13	92.9	1	7.1	2	14.3	12	85.7
	2017	19	70.4	8	29.6	25	92.6	2	7.4	10	37.0	17	63.0
	2018	43	76.8	13	23.2	55	98.2	1	1.8	3	5.4	53	94.6
Total		108	76.1	34	23.9	132	93.0	10	7.0	23	16.2	119	83.8

Table 2. Respondent's employment status and employment type

Program	Batch	Occupation classification (N = 90)															
		Clerk		Corporate executive or manager		Managing proprietor or supervisor		Official government & special interest		Service worker or shop & market		Professional		Technical or associate professional		Trader or related worker	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Bachelor in Industrial Arts Education (BIAE)	2016							2	66.7					1	33.3		
	2017	1	9.1			1	9.1	5	45.5	1	9.1	3	27.3				
	2018	2	13.3					2	13.3	1	6.7	10	66.7				
	2019											1	100.0				
Bachelor in Technical Teacher Education (BTTE)	2014	1	100.0														
	2016	4	44.4					5	55.6								
	2017	1	5.6	1	5.6			3	16.7	1	5.6	4	22.2	8	44.4		
	2018	6	18.8					7	21.9	1	3.1	13	40.6	4	12.5	1	3.1
Total		15	16.7	1	1.1	1	1.1	24	26.7	4	4.4	31	34.4	13	14.4	1	1.1

Table 3. Respondent's occupation classification

Program	Batch	Whether or not the graduates are employed and employment type											
		Whether or not employed (N = 142)						Employment type (N = 90)					
		Employed		Self-Employed		Unemployed		Working full time		Working part-time		Working part-time but seeking full time work	
		f	%	f	%	f	%	f	%	f	%	f	%
Bachelor in Industrial Arts Education (BIAE)	2016	3	37.5	2	25.0	3	37.5	3	100.0	0	0.0	0	0.0
	2017	11	91.7	0	0.0	1	8.3	11	100.0	0	0.0	0	0.0
	2018	15	65.2	3	13.0	5	21.7	12	80.0	2	13.3	1	6.7
	2019	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Bachelor in Technical Teacher Education (BTTE)	2014	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
	2016	9	64.3	4	28.6	1	7.1	9	100.0	0	0.0	0	0.0
	2017	18	66.7	2	7.4	7	25.9	17	94.4	0	0.0	1	5.6
	2018	32	57.1	5	8.9	19	33.9	28	87.5	1	3.1	3	9.4
Total		90	63.4	16	11.3	36	25.4	82	91.1	3	3.3	5	5.6

Table 4. Respondents' gross monthly income

Program	Batch	Gross monthly income (N = 90)									
		Below 10,000		10,000 - 20,000		21,000 - 30,000		31,000 - 40,000		51,000 - 60,000	
		f	%	f	%	f	%	f	%	f	%
Bachelor in Industrial Arts Education (BIAE)	2016					3	100.0				
	2017	1	9.1	3	27.3	7	63.6				
	2018	8	53.3	6	40.0	1	6.7				
	2019			1	100.0						
Bachelor in Technical Teacher Education (BTTE)	2014	1	100.0								
	2016	2	22.2	2	22.2	4	44.4	1	11.1		
	2017			2	11.1	13	72.2	3	16.7		
	2018	12	37.5	10	31.3	6	18.8	2	6.2	2	6.2
Total		24	26.7	24	26.7	34	37.8	6	6.7	2	2.2

Table 5. First Job and whether the first job is the current job of the respondents

Program	Batch	First job and whether the first job is the current job of the respondents or not									
		First job (N = 90)						First job is the current job or not (N = 90)			
		Teaching		Non-teaching		No answer		Yes		No	
		f	%	f	%	f	%	f	%	f	%
Bachelor in Industrial Arts Education (BIAE)	2016	2	66.7	1	33.3					3	100.0
	2017	7	63.6	3	27.3	1	9.1	3	27.3	8	72.7
	2018	4	26.7	9	60.0	2	13.3	8	53.3	7	46.7
	2019			1	100.0			1	100.0		
Bachelor in Technical Teacher Education (BTTE)	2014			1	100.0			1	100.0		
	2016	4	44.4	5	55.6			5	55.6	4	44.4
	2017	13	72.2	5	27.8			5	27.8	13	72.2
	2018	10	31.3	20	62.5	2	6.3	13	40.6	19	59.4
Total		40	44.4	45	50.0	5	5.6	36	40.0	54	60.0

Table 6. Current Designation of the Employed Graduates

Designation (N = 90)	f	%
Administrative Aide	6	6.7
Administrative Staff	4	4.4
Assistant Teacher	1	1.1
Aupair	1	1.1
AutoCad Operator/Draftsman	1	1.1
Cashier	2	2.2
Community Empowerment Facilitator	2	2.2
Contact Tracer	1	1.1
Custodial Admin	1	1.1
Customer Service Assistant	3	3.3
Executive Assistant	1	1.1
Fire Auxiliary/Rescuer	1	1.1
Fire Officer	2	2.2
Fire truck driver/Investigator/Chief Logistics	1	1.1
Instructor 1	5	5.6
Invoicing Clerk	1	1.1
Jail Officer	1	1.1
Branch Manager	1	1.1
Microfinance Officer	1	1.1
Private Secretary	1	1.1
Purchasing Officer	1	1.1
Sale Assistant	2	2.2
Screener	1	1.1
Seamstress & Designer	1	1.1
Station Admin	1	1.1
Substitute Teacher	3	3.3
Teacher 1	33	36.7
Trainer	1	1.1
No answer	10	11.1
Total	90	100

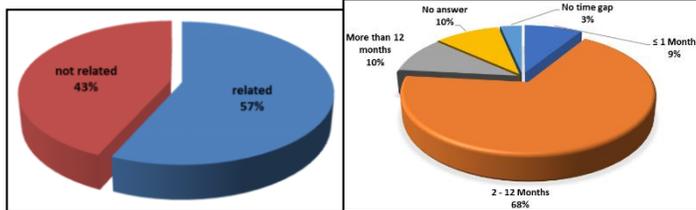


Figure 1. Distribution of the Respondents' Present Occupation

Figure 2. The time gap between obtaining a degree and first employment

Table 7. The Department Where the Employed Graduates Belonged

Department (N = 90)	f	%
BFP	4	4.4
BJMP	2	2.2
Department Store	2	2.2
DepEd	28	31.1
DILG	2	2.2
DPWH	1	1.1
DSWD	3	3.3
HEI	10	11.1
LGU	6	6.7
LTO	1	1.1
Other Private sector	17	18.9
Private Academic Institution	11	12.2
PSA	1	1.1
TESDA	2	2.2
Total	90	100

Table 8 further shows the reasons of the time gap of the respondents before landing a job. Most of them did not state any reason as to what might have caused the time gap. However, 8 (8.89%) of the respondents shared that their preparation for the Licensure Examination for Professional Teachers (LEPT) delayed their finding a job. This means that they focused first on their preparation for the LEPT. It is noted that LEPT passers have more chances to be employed especially in government teaching institutions.

When asked about the reasons of their unemployment from among of the 36 respondents, most (9 or 25%) of the respondents' primary reason (Table 9) was due to their waiting for an item at DepEd. This reason is consistent with the difficulties while looking for a job of the graduates in the study of Gines (2014) where it seemed to be lacking of vacancies and lacking of position or item [5]. There seemed to be lacking of vacancies and lacking of position or item [5]. Table 10 indicates the extent of usefulness of the skills and competencies developed by the graduates from their CSUCC education. The results show that all of the skills and competencies that they learned were "Extremely Useful" except for entrepreneurship which obtained a "Very Useful" descriptive interpretation, the least rated competency.

Table 8. Reasons for the time gap between obtaining a degree and first unemployment

Reasons for Unemployment (N = 36)	f	%
End of contract	1	2.78
Family and not included in RQA	1	2.78
Family and not yet a LET passer	1	2.78
Family matters	1	2.78
Focused on LET review	1	2.78
I am volunteering as a teacher	1	2.78
I have business	1	2.78
Just resigned from previous work.	1	2.78
Lack of experience	4	11.11
Not included in RQA	1	2.78
Not yet a LET passer	2	5.56
Not yet qualified for the position I applied	1	2.78
Pandemic	3	8.33
Pandemic and pregnancy	1	2.78
Planning to go back home	1	2.78
Still searching for job	1	2.78
Waiting for an item in DepEd	9	25
Waiting for LET schedule	1	2.78
Waiting for the result of my application	4	11.11
Total	36	100

The highest mean useful skill and competency developed in CSUCC is "Productivity and Accountability" with a mean of 4.46, followed by both "Collaboration" and "Adaptability" with a mean of 4.45. The next rated skill and competency is "Communication" which has a mean of 4.44, Global citizenship and Accessing, Analyzing Information (mean=4.39), Innovation (mean = 4.34), Leadership (4.32) and Critical Thinking (4.26) which all of the above rank mentioned still have the same descriptive interpretation of Extremely useful. This means that the graduates of Caraga

State University are well equipped with skills and competencies of being productive and accountable, along with being collaborative and adaptable, which may have helped them with their current jobs.

Table 10 indicates the extent of use of the skills and competencies developed in CSUCC by the respondents. The results show that all of the skills and competencies that they learned from CSUCC were "Extremely Useful" except for entrepreneurship which obtained a "Very Useful" descriptive interpretation, the least rated competency.

Table 9. Reasons for unemployment

Reasons for time gap (N = 90)	f	%
Got pregrant	1	1.11
Long process of application	2	2.22
No job vacancy	1	1.11
No stated reason	68	75.56
No time gap	3	3.33
Prepared and take LET	8	8.89
Take rest	1	1.11
Took course at TESDA	1	1.11
Uncertain where to apply	1	1.11
Undergo various tests	1	1.11
Waiting for permanent position	2	2.22
Waiting for ranking results	1	1.11
Total	90	100

Table 10. The extent of the usefulness of the skills and competencies developed in CSUCC by the respondents

	Mean	Descriptive Interpretation
Critical Thinking	4.26	Extremely useful
Communication	4.44	Extremely useful
Innovation	4.34	Extremely useful
Collaboration	4.45	Extremely useful
Leadership	4.32	Extremely useful
Productivity and Accountability	4.48	Extremely useful
Entrepreneurship	3.93	Very useful
Global Citizenship	4.39	Extremely useful
Adaptability	4.45	Extremely useful
Accessing, Analyzing, and Synthesizing Information	4.39	Extremely useful
Overall mean	4.35	Extremely useful

Table 11 displays the extent of usefulness of the courses and activities experienced by the respondents in CSUCC in their current job. The results show that the most useful course and activity is "Internship or On the Job Training", which has a

mean of 4.06 and a descriptive interpretation of Very useful. While the least rated activity is Elective Courses with 3.71 mean and a descriptive interpretation of Very useful. Even if this item has the least rating, it seems like it is still considered as very useful. The results suggest that the graduates of Caraga State University Cabadbaran City acknowledged the importance of Internship or On the Job Training as the most helpful experience in adapting to the work environment.

Table 11. The extent of use of the courses and activities experienced by the respondents in CSUCC in their current job

	Mean	Descriptive Interpretation
General Education/Minor Courses	4.00	Very useful
Core/Major Courses	3.98	Very useful
Special Professional Courses	3.98	Very useful
Elective Courses	3.71	Very useful
Internship/On-the-Job Training (OJT)	4.06	Very useful
Co-Curricular Activities (e.g. field trips & seminars)	3.86	Very useful
Overall mean	3.91	Very useful

4. CONCLUSIONS AND RECOMMENDATIONS

The insights gathered from this study are of great help to the institution in assessing the employability of the students of Caraga State University Cabadbaran City (CSUCC) that would help in improving the learning experiences provided to the students as well as the curriculum or offerings of the program.

Most of the respondents seemed to have a non-teaching job, as their first job or career with an average of 2 months to a year of waiting time. Their primary reasons of their waiting time before they land a job were their preparations for LEPT and no item vacancies in DepEd. However, at the time of the conduct of this study, the respondents were already working on professional positions, most were designated as Teacher I working at DepEd which implies that the work they acquired is related to the program completed. Likewise, most of them have a Permanent status in their workplace, assigned in their related fields, which means a good development in the graduates' career since they have already obtained security tenure with an income ranging from 21,000 to 30,000 pesos which enabled them to live decent lives considering the salary range is quite promising in the area where the respondents are employed.

The most distinguished capabilities, which the respondents secured valuable in their positions that they have developed during their time in the university are Productivity and Accountability, Collaboration and Adaptability, and Communication skills. These are the skills that are indeed very useful in their teaching positions. In addition, the most useful course and activity that they have experienced during their stay in the university, which are also useful to their

current jobs, are the Internship or On the Job training and General Courses.

The following recommendations were conceptualized based on the results of the study.

1. For every other year, a tracer study shall be conducted for the graduates of Caraga State University Cabadbaran Campus to monitor the graduates as well as the implications of their employability towards the university.
2. Enhance and improve the program and curriculum, conduct a periodic review of the Teacher Education curriculum to guarantee that graduates acquire the necessary knowledge and skills to make them highly employable in the teaching profession based on their perspectives as to what is the most useful competency as well as their experiences during their stay in the university.
3. For every other year, a tracer study shall have conducted for the graduates of Caraga State University Cabadbaran Campus to monitor the graduates as well as the implication of their employability towards the university.
4. It is suggested to enhance and improve the program and curriculum, and conduct a periodic review of the Teacher Education curriculum to guarantee that graduates acquired the necessary knowledge and skills to make them highly employable in line with their teaching field based on their perspective as to what is the most useful competency as well as their experience during their stay in the university.

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