Education Undergraduate School Tracer Study

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Abstract

The study evaluated the satisfaction levels, employment transition, and demographic traits of West Visayas State University-Pototan Campus graduates from 2017 to 2019. The study used snowball sampling to assess the efficacy of three teacher education programs during pre-service training. The findings demonstrated that WVSU enhanced its students' research abilities and that graduates received sufficient training in the highly sought-after teaching qualities. The study also examined how well-suited current programs are to address new trends like SUC Leveling and worldwide academic standards. Overall, the study found that teacher education programs are beneficial.

Keywords: Academic Programs, Graduates, Pre-service training, Tracer Study, West Visayas State University Pototan Campus, School of Education

1. INTRODUCTION

This study aims to determine how well an educational institution's programs perform and how well its graduates are prepared for the workforce, which has its roots in the West Visayas State University-Pototan Campus School of Education (ETF, 2017). Tracer studies give academic institutions and policymakers important information about improving educational programs and policies to meet industry demands better, improve employability skills for graduates, and fortify our ties to our alumni.

This study is significant for the university, not just the campus. We must keep a careful eye on our graduates to determine the degree to which our efforts are succeeding. It serves as a benchmark and assessment of the result of our outstanding academic sacrifices to rank among the top universities in the nation. Their current success can serve as a more accurate gauge after selecting this university. According to Schomburg (2003, p. 6), research findings from graduate surveys are crucial for "analysis of the relationship between higher education and work."

Furthermore, the data collected is a crucial indicator of the quality of higher education. In the Philippines, the Commission on Higher Education mandates that all HEIs conduct a tracer study, which is also one of the required documents by any higher education accrediting body, such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc. Additionally, Millington (2001) states that "they provide quantitative structural data on employment and career, the character of work and related competencies, and information on the professional orientation and experiences of their graduates."

The alma mater of the graduates and other education stakeholders can use the information gathered from surveys on the cohort of graduates from a particular institution, profession, discipline, level of education, employment characteristics, competencies, and skills development, as well as a comparative analysis, to develop curricula and implement other emerging reforms.

Furthermore, bolstering the alumni of any educational institution can assist in alleviating some of the issues that the alumni may provide, from donations to the motivation of our accomplished alumni to the school and back to the enrolled students.

Since we can never predict how much a giving alumnus will be able to contribute to their alma mater, we will track them down and establish contact with them; the rest will fall into place.

2. LITERATURE REVIEW

2.1. Curricular Programs and Employment Characteristics

Curricular Programs (WVSU pre-service training and experiences) include employment traits, skill development, and competency. Each of them has practised teaching for two months. According to the framework, the evaluation of employment characteristics, the sufficiency and relevance of graduate competence, and other skills—acquired at WVSU and required in the workplace—reflects the services, learning environment, facilities, and the graduates' competencies (knowledge, skills, and attitude) in their specialisations as well as other competencies like communication, human relations, leadership, and research skills.

Such input is essential to assess the impact of the three curricula, which may yield the data needed to modify the current programs and create a suitable alignment between the demands of the workplace and the university's offers (Millington, 2001). Many of their alumni are already working in the private sector with plans to continue their education after graduation, either to finance their ongoing education or to be content employees of their employer, according to a study by Sira et al. (2018).

2.2 Theory of Reciprocity

Armin Falk and Urs Fishbacher (2001). A Theory of Reciprocity. The reciprocity principle is one of the fundamental laws of social psychology: It states that in many social situations, we pay back what we receive from others.

According to Fukuyama's 1995 book, "If democracy and capitalism are to function correctly, they must coexist within certain premodern cultural habits that ensure their proper functioning; in this study, the tracing of our alumni is a cultural norm that every university must have not for any reason but for survival. Our schools were developed and formed to train the students to become good members of our society. Furthermore, how can we best describe our graduates if we do not account for them based on what they work or what job they are in right now? The theory of reciprocity is crucial in our society and our educational systems.

Additionally, tracer studies are a crucial source of data regarding the outcomes of academic program graduates at higher education institutions (HEIs), according to Garcia (2003), who was quoted by Gines (2004). The mission and market niche of HEIs can be defined or redefined using the results of tracer studies, which also demonstrate how academic programs and course offerings can be modified to suit institutional objectives better. Stakeholders can also use findings to determine where to locate expertise.

Chandra (2013) asserts that the successful technological revolution and how globalisation impacts society and people's perceptions are causing quick changes in schooling. Due to society's greater expectations, more educated people are without jobs. Accordingly, graduates of an educational institution must possess more than the quality competence required by the field for which they are applying.
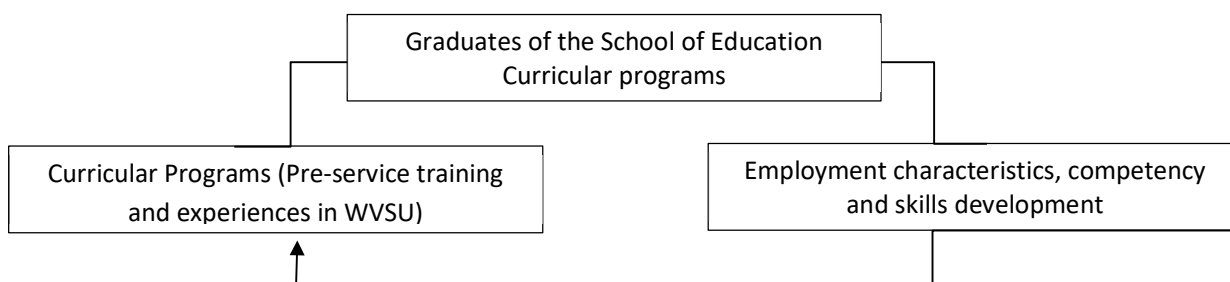
As confirmed by Mandal (2017), the ability to solve problems is an essential life skill. Its main objective is to assist students in learning in various ways that will enable them to apply what they have learned to solve issues. Furthermore, teachers value problem-solving skills to help students become more adept at addressing problems. He added that students can succeed academically, develop school preparedness, and build confidence by learning good problem-solving strategies.

3. OBJECTIVES OF THE STUDY

Specifically, the study is designed to:

1. determine the demographic profile of our graduates in terms of a.) employment characteristics and b.) transition to employment;
2. assess the graduates' level of satisfaction with the university's services, learning environment and facilities;
3. determine whether they wanted to be contacted through email, text, Facebook, or Skype.
4. Determine whether or not their first job is related to teaching;

5. determine the extent to which the various curricular programs contributed to the development of the graduates' (a) communication skills, (b) human relations skills, c) leadership skills, (d) problem-solving skills, and (e) research skills,

6. determine whether or not their education from WVSU-PC is relevant to their current job;

7. determine as to what WVSU-PC College of Education helped them in carrying out their responsibilities in their workplace in the following areas: Teaching and Learning, Content Knowledge, Application of Technology in Teaching and Learning, Communication, Relationship with others, especially colleagues in the workplace; and

8. Assess the effectiveness, adequacy and relevance of the university's curricular programs.

Graduates of the School of Education Curricular programs

Curricular Programs (Pre-service training and experiences in WVSU)

Employment characteristics, competency and skills development

The study's graphical conceptual framework is shown in Figure 1. WVSU graduates' pre-service training and experiences in the three (3) undergraduate programs—Bachelor of Secondary Education (BSEd), Bachelor of Elementary Education (BEEd), and Bachelor of Technical Vocational Teacher Education (BTVTEd), formerly known as Bachelor of Technical Teacher Education (BTTE)—are referred to as the curricular program. A minimum of 63 units of general education, 54 units of professional education, and 57 units of specialisation are included in each program.

4. METHODOLOGY

4.1. Research Design

From 2017 to 2019, West Visayas State University—Pototan Campus graduates' employment characteristics and transition to employment were examined using a descriptive survey. The process of assessing the curriculum to determine its efficacy, applicability, and sufficiency involves determining how successfully graduates of the BSED, BEED, and BTVTED (previously BTTE) programs have met the objectives of their respective programs.

4.2. Respondents and Sampling

The study aimed to gather quantitative and qualitative data from graduates of three programs and their employers. A random sample of 334 respondents was included, which was 60% of the sample size using Slovin's formula. However, the total population falls within the expected response rate of 30-60%, as Schomburg (2003) recommended. The respondents were graduates from 2017-2019, as a tracer study had already been conducted before 2017. A limited number of employer respondents were not included in the study.

4.3. Instruments and Data Gathering Procedure

The research study utilised the Tracer Study Questionnaire, developed by the Commission on Higher Education (CHED), to gather data on graduates' satisfaction with their courses. The questionnaire, which included bibliographical, personal, educational, employment, professional achievement, and transition information, was used to evaluate the program's services, learning environment, skills, and relevance. The questionnaire was a rating scale to assess the adequacy and relevance of course competencies. The survey was available online and in-person for those who needed help to respond to Google Drive. The study aimed to gather qualitative and quantitative feedback from graduates about their course-related skills, attitudes, reactions, and suggestions.

4.4. Data Analysis

The Data Analysis in this study primarily employed frequency counts, percentages, mean, and ranking. Interpretation of means is based on the following scales.

Scale	Satisfaction	Adequacy	Relevance
1.00-1.50	Very low satisfaction	Not Adequate	Not Relevant
1.51-2.50	Low Satisfaction	Somewhat adequate	Somewhat relevant

2.51-3.50	Moderate Satisfaction	Adequate	Relevant
3.51-4.50	High Satisfaction	Very Adequate	Very Relevant
5.51-5.0	Very High Satisfaction	Extremely Adequate	Extremely Relevant

5. RESULTS AND DISCUSSION

5.1. On Profile of WVSU-PC graduates in terms of Employment Characteristics and Transition to Employment

Employment characteristics refer to gender, age, reasons for enrolling at WVSU-PC and enrolment in other courses, current employment status and extent of use of skills in current employment. Of the 334 respondents across the three academic programs covering three batches from 2017-2019, 87.72% were females, and only 12.28% were males.

Table 1

Frequency and Percentage Distribution of Respondent according to gender

Programs	Frequency		
	Male	Female	N
BSED	14	99	113
BEED	22	154	177
BTVTED	5	40	44
TOTAL	41	293	334
%	12.28%	87.72%	100%

Table 2 shows that about 75% of the respondents were in their early 20s (22-24 years old) at the time of the study.

Table 2

Frequency of Percentage Distribution of Respondent according to age.

Programs	Frequency							
	22	23	24	25	26	27	28	N
BSED	6	25	38	27	5	7	5	113
BEED	27	58	62	12	11	5	2	177
BTVTED	8	14	13	5	2	2	0	44
TOTAL	41	97	113	44	18	14	7	334
%	12.28	29.04	33.83	13.17	5.39	4.19	2.10	100%

Concerning the graduates' reasons for enrolling in WVSU-Pototan Campus, Table 3 reveals affordable tuition fee as rank 1, followed by the personal prestige of being at WVSU-Pototan and prospects for better employment and career advancement as second, third, and fourth in this order. Presumably, while economics is the primary reason, the graduates are also looking for quality institutions that will give them better prospects for better employment and careers.

Table 3

Reasons for Enrolling at WVSU-PC

Programs			Frequency	by reason*				
	Affordable Tuition Fee	Personal prestige of being at WVSU-PC	Prospect For better employment	Prospect for career advancement	School Location	Fulfillment of a dream to study at WVSU-PC	Availability of scholarship	Others **Influence of friends/ family
BSED	63	23	15	3	2	1	4	2
BEED	57	53	44	7	6	2	5	3
BTVTED	13	9	7	3	5	2	3	2
TOTAL	133	85	66	13	13	5	12	7
%	39.82	25.45	19.76	3.89	3.89	1.50	3.59	2.10
RANK	1	2	3	4.5	4.5	8	6	7

* Multiple responses possible; **Reasons not specified in the questionnaire

For current employment status, a total of 93% at the time of the study, as shown in Table 4.

Table 4

Frequency & Percentage Distribution of Respondent According to Current Employment Status.

Programs	Employed		Not Employed		N
	F	%	F	%	
BSED	105	31.44	8	2.40	113
BEED	167	50.00	10	2.99	177
BTVTED	40	11.98	4	1.19	44
TOTAL	222	93.42	22	6.58	334

Table 4.1 shows that the graduates prefer to be contacted through text messaging, followed by Facebook, email, and phone.

Table 4.1

Frequency & Percentage Distribution in contacting the Respondents

Programs	Text	%	Phone	%	Email	%	FB	%	Skype	%	Others	%	N
BSED	25	7.49	20	5.99	23	6.89	35	10.48	8	2.40	2	0.60	113
BEED	50	14.97	35	10.48	37	11.08	40	11.98	10	2.99	5	1.50	177
BTVTED	10	2.99	5	1.50	11	3.29	15	4.49	2	0.60	1	0.30	44
TOTAL	85	25.45	60	17.97	71	21.26	90	22.46	20	5.99	8	2.40	334

According to Table 5.1, out of the 334 graduate respondents from the three schools, 66.17% use their technical skills and knowledge extensively in their current jobs, while 21.26% use them somewhat. It is noteworthy that the majority of employed graduate respondents were able to make extensive use of their technical abilities and acquired knowledge.

The following Tables, 5.1 to 5.7, show the use of skills in current employment.

Table 5.1

The extent of Use of Knowledge and Technical Skills in Current Employment

Programs	To a Great Extent		To Some Extent		Limited		Very limited		Not at All		N
	F	%	F	%	F	%	F	%	F	%	
BSED	78	23.35	19	5.69	7	2.10	5	1.50	4	1.50	113
BEED	115	34.43	43	12.87	12	3.59	4	1.20	Three	.90	177
BTVTED	28	8.38	9	2.69	Three	.90	2	.60	2	.60	44
TOTAL	221	66.17	71	21.26	22	6.59	11	3.29	9	2.69	334

Of those surveyed, 75.45% reported using their communication skills substantially in their current occupations, while 15.57% reported using them moderately. At the time of the study, a significant percentage of WVSU-PC graduates for the 2017–1019 academic year had optimised their communication skills in their workplaces, as shown in Table 5.2.

Table 5.2

Extent of Use of Communication Skills in Current Employment

Programs	To a Great Extent		To Some Extent		Limited		Very limited		Not at All		N
	F	%	F	%	F	%	F	%	F	%	
BSED	72	21.56	31	9.28	5	1.50	Three	.90	2	.60	113
BEED	153	45.81	12	3.59	6	1.80	Three	.90	Three	.90	177
BTVTED	27	8.08	9	2.69	4	1.20	2	.60	2	.60	44
TOTAL	252	75.45	52	15.57	15	4.49	8	2.39	7	2.10	334

Table 5.3 covers the degree to which human relations skills are applied in current employment. 85.03 per cent of the respondents, or the majority, have largely affirmed their application. 6.87 per cent of respondents claimed to utilise them

to some degree. On the other hand, about 7% of workers use their human relations abilities at work in a limited or very restricted way. Once again, many grads interact with parents and students using their human relations abilities.

Table 5.3

Extent of Use of Human Relations Skills in Current Employment

Programs	To a Great Extent		To Some Extent		Limited		Very limited		Not at All		N
	F	%	F	%	F	%	F	%	F	%	
BSED	83	24.85	9	2.69	13	3.89	5	1.49	3	0.89	113
BEED	163	48.80	8	2.39	4	1.19	2	0.59	0	0	177
BTVTED	38	11.38	6	1.79	0	0	0	0	0	0	44
TOTAL	284	85.03	23	6.87	17	5.08	7	2.08	3	0.89	334

Of the 334 graduate respondents, 64.66 per cent use leadership abilities to a great extent, and 31.72 per cent use them to some extent in their current jobs. As indicated in Table 5.4, leadership skills are significantly lower than other talents, including technical, communication, and human relations skills. This result is likely because the respondents are still young and relatively new in the field and have yet to be given leadership opportunities.

Table 5.4

Extent of Use of Leadership Skills in Current Employment

Programs	To a Great Extent		To Some Extent		Limited		Very limited		Not at All		N
	F	%	F	%	F	%	F	%	F	%	
BSED	85	25.44	23	6.88	3	0.89	2	0.59	0	0	113
BEED	91	27.	25	81 24.25	3	0.89	2	0.59	0	0	177
BTVTED	40	11.97	2	0.59	1	0.29	1	0.29	0	0	44
TOTAL	216	64.66	36	31.72	7	2.07	5	1.47	0	0	334

Table 5.5 indicates that 65.86 per cent of respondents strongly agreed with using research skills, whilst 23.96 per cent said they did so only somewhat. The outcome makes sense since they are still regarded as service teachers and must be obliged to undertake research.

Table 5.5

The extent of Use of Research Skills in Current Employment

Programs	To a Great Extent		To Some Extent		Limited		Very limited		Not at All		N
	F	%	F	%	F	%	F	%	F	%	
BSED	77	23.05	22	6.59	7	2.10	4	1.20	3	0.89	113
BEED	111	33.23	53	15.87	6	1.80	5	1.50	2	0.60	177
BTVTED	32	09.58	5	1.50	4	1.20	2	0.60	1	0.29	44
TOTAL	220	65.86	80	23.96	17	5.10	11	3.30	6	1.78	334

According to Table 5.6, more than half of respondents, or 73.35 per cent, use problem-solving abilities extensively in their current jobs, while 12.88 per cent use them somewhat. Thus, most of the 334 study participants have developed solid problem-solving abilities that they use in their jobs.

Table 5.6

Extent of Use of Problem-Solving Skills in Current Employment

Programs	To a Great Extent		To Some Extent		Limited		Very limited		Not at All		N
	F	%	F	%	F	%	F	%	F	%	
BSED	59	17.66	25	7.49	15	4.49	8	2.40	6	1.80	113
BEED	149	44.61	13	3.89	8	2.40	5	1.50	2	0.006	177
BTVTED	37	11.08	5	1.50	2	0.006	0	0	0	0	44
TOTAL	245	73.35	43	12.88	25	6.896	13	3.90	8	1.81	334

Regarding how much information technology skills are used, Table 5.7 shows that 79.34% of respondents said they use them frequently. In contrast, only 11.68 per cent acknowledged some applications. Despite having this information

technology talent, it is expected that the respondents did not have the opportunity to use it widely, most likely due to a lack of facilities and equipment at their place of employment.

Table 5.7

Extent of Use of Information Technology Skills in Current Employment

Programs	To a Great Extent		To Some Extent		Limited		Very limited		Not at All		N
	F	%	F	%	F	%	F	%	F	%	
BSED	87	26.05	11	3.29	9	2.69	3	.009	3	.009	113
BEED	149	44.61	21	6.29	4	1.20	2	.006	1	.003	177
BTVTED	29	8.68	7	2.10	4	1.20	3	.009	1	.003	44
TOTAL	265	79.34	39	11.68	17	5.09	8	.024	5	.015	334

Table 6: Skills Supposedly Provided During Pre-Service Training

The percentage distribution of abilities purportedly taught to WVSU-PC graduates throughout their pre-service training is shown in Tables 6.1–6.7. Table 6.1 shows they received 97.90 per cent of their knowledge and technical skills. 96.71 per cent were given for communication abilities, 93.11 per cent for human relations, 91.92 per cent for leadership, 97.61 per cent for research, 98.80 per cent for problem-solving, and 76.34 per cent for information technology.

These tables demonstrate how the seven skills—knowledge and technical, communication, human relations, leadership, research, problem-solving, and information technology—ranged from a high of 98.80% to a low of 76.34%. Information technology skills received a low percentage of 76.34 per cent; however, given the widespread use of electronic devices and IT facilities, this is a skill that teacher education institutions like WVSU-PC should further develop to support learning and use it as a variety of teaching/learning delivery methods.

Table 6.1

Knowledge and Technical Skills

Programs	Provided		Not Provided		N
	F	%	F	%	
BSED	111	33.23	2	.006	113
BEED	174	52.10	3	.009	177
BTVTED	42	12.57	2	.006	44
TOTAL	327	97.90	7	.021	334

Table 6.2

Communication Skills

Programs	Provided		Not Provided		N
	F	%	F	%	
BSED	108	32.34	5	1.50	113
BEED	173	51.80	4	1.20	177
BTVTED	42	12.57	2	.006	44
TOTAL	323	96.71	11	2.71	344

Table 6.3

Human Relations Skills

Programs	Provided		Not Provided		N
	F	%	F	%	
BSED	110	32.93	3	.90	113
BEED	165	49.40	12	3.59	177
BTVTED	36	10.78	8	2.40	44
TOTAL%	311	93.11	23	6.89	334

Table 6.4

Leadership Skills

Programs	Provided		Not Provided		N
	F	%	F	%	
BSED	102	30.54	11	3.29	113
BEED	168	50.30	9	2.69	177
BTVTED	37	11.08	7	2.10	44
TOTAL	307	91.92	27	8.08	334

Table 6.5
Research Skills

Programs	Provided		Not Provided		N
	F	%	F	%	
BSED	110	32.93	3	.009	113
BEED	175	52.40	2	.006	177
BTVTED	41	12.28	3	.009	44
TOTAL	326	97.61	8	.024	334

Table 6.6
Problem-Solving Skills

Programs	Provided		Not Provided		
	F	%	F	%	N
BSED	113	33.83	0	0	113
BEED	176	52.69	1	0.30	177
BTVTED	41	12.28	3	0.009	44
TOTAL	330	98.80	4	0.31	334

Table 6.7
Information Technology Skills

Programs	Provided		Not Provided		
	F	%	F	%	N
BSED	85	25.45	28	8.38	113
BEED	143	42.81	34	10.18	177
BTVTED	27	8.08	17	5.09	44
TOTAL	255	76.34	79	23.65	334

As indicated in Table 7, 91% of respondents in all three programs did not need a skill or qualification unrelated to their undergraduate degrees in their present jobs. This suggests that the training offered by West Visayas State University—Pototan Campus is somewhat connected to the usage of skills and qualifications in their current profession.

Table 7
Use of Skills/Qualifications in Current Employment which are not related to Undergraduate Degree

Programs	YES		NO		N
	F	%	F	%	
BSED	11	3.29	102	30.54	113
BEED	13	3.89	164	49.10	177
BTVTED	6	1.80	38	11.38	44
TOTAL	30	8.98	304	91.02	334

The PNU (2014) study found that 79.34% of respondents found their undergraduate training related to their current employment tasks. The General Education (GE) courses helped students relate their Mathematics, Language, Social Sciences, General Psychology and Values Education subjects to real-life situations. The Professional Education (ProfEd) courses taught them to manage classes, plan lessons effectively, and use teaching strategies specific to their specialisation. These findings support the PNU's tracer study among 710 respondents.

Assessment tools tailored to subjects and majorships gave teachers confidence in measuring lesson competencies. Specialisation courses provided content mastery, with some teachers highlighting using pedagogical strategies and manipulative materials as an edge over others. Overall, these tools enhanced their teaching abilities.

The respondents emphasised the importance of practical teaching experience in honing their skills. However, some felt more than 360 hours of practicum was needed. They agreed that Field Study (FS) courses could have provided faster school immersion, as CHED had planned. Instead, they visited schools to comply with requirements, but these experiences needed to be processed in the classroom. FS teachers often asked students to fill out worksheets without anchoring their responses on actual school visits, suggesting a need for reevaluating the conduct of FS courses.

Table 8

Degree of Relation of Training Received in the Undergraduate Program to Tasks Performed in Current Employment

Programs	VERY MUCH		MUCH		SLIGHTLY		NOT RELATED AT ALL		N
	F	%	F	%	F	%	F	%	
BSED	83	24.85	15	4.49	9	2.69	6	1.80	113
BEED	143	42.81	19	5.69	11	3.29	4	1.20	177
BTVTED	39	11.68	3	0.90	1	0.30	1	0.30	44
TOTAL	265	79.34	37	11.08	21	6.28	11	3.30	334

The study shows that 77.37% of WVSU-PC graduates find a job immediately after graduation. In comparison, 14.08% find a job within a year, indicating that schools prefer these graduates over other teacher education graduates, regardless of their specialisation.

Table 9

Length of Time in Acquiring First Job

Programs	RIGHT AFTER GRADUATION		LESS THAN A YEAR		MORE THAN A YEAR		OTHERS		N
	F	%	F	%	F	%	F	%	
BSED	89	25.87	17	5.09	4	1.20	3	0.90	113
BEED	139	41.62	24	7.19	9	2.69	5	1.50	177
BTVTED	33	9.88	6	1.80	3	0.90	2	0.01	44
TOTAL	261	77.37	47	14.08	16	4.79	10	2.41	334

Most graduates (74.55%) were hired through application, while only 14.97% were hired by invitation. A University of Nigeria study by Anyanwu (2000) found that more graduates secured their first job through application to vacant positions than through political connections.

Table 10

Conditions in Acquiring First Job

Programs	BY APPLICATION		BY INVITATION		POLITICAL CONNECTION		OTHERS		N
	F	%	F	%	F	%	F	%	
BSED	87	26.05	12	3.59	10	2.99	4	1.20	113
BEED	129	38.62	31	9.28	14	4.19	3	0.90	177
BTVTED	33	9.88	7	2.10	3	0.90	1	0.30	44
TOTAL	249	74.55	50	14.97	27	8.08	8	2.40	334

WVSU-PC graduates face job search challenges, with few job vacancies and lack of experience being the top issues. Mismatches in educational qualifications and personality also contribute to this issue. 47.29% of graduates find their first job unrelated to teaching, potentially opting for other jobs.

Table 11

Difficulties Encountered in Looking for a Job (s=334)

DIFFICULTIES	f	%	RANK
Few job vacancies/lack of position or item	109	32.63	1
Inadequate experience	77	23.05	2

Others**	49	14.67	3
Mismatch of educational qualifications	31	9.28	4
Personality factors	19	5.69	5
Passing the pre-employment interview	16	4.79	6
Lack of political patronage	13	3.89	7.5
Passing the pre-employment exam	13	3.89	7.5
Not meeting paper requirement/s	10	2.99	9
Inadequate knowledge or skills	7	2.09	10
	344	47.29	

* Multiple responses possible; ** Difficulties not specified in the questionnaire

The study reveals that specialisation, college/university reputation, personality, and academic standing are the top factors facilitating job acquisition, followed by the area of specialisation. Anyanwu (2000) and Mancao (2010) also support this finding, stating that these factors significantly contribute to employment.

Table 12

Factors Facilitating Acquisition of First Job

Programs		Frequency by	Factors		
	AREA OF SPECIALISATION	REPUTATION OF COLLEGE/ UNIVERSITY	PERSONALITY FACTORS	SCHOLASTIC STANDING	OTHERS Personal reputation/credibility
BSED	57	38	12	6	0
BEED	115	107	87	33	2
BTVTED	25	12	4	3	0
TOTAL	197	157	103	42	2

* Multiple responses possible; **Reasons not specified in the questionnaire

2. The Graduates' Level of Satisfaction with the University Services, Learning Environment and Faculties.

In Tables 13-20, the study analysed respondents' satisfaction at WVSU-Pototan Campus, School of Education, focusing on overall satisfaction. The results showed that faculty support was the most satisfied, with a mean score of 4.34, followed by academic advising at 4.17. Administrative support was the least satisfied but still ranked as high satisfaction. The study highlights the importance of faculty support in student satisfaction.

Table 13

Degree of Satisfaction with Services Provided at WVSU-PC

Services	MEAN	Interpretation
Administrative Support	3.80	High Satisfaction
Faculty Support	4.34	High Satisfaction
Staff	3.89	High Satisfaction
Academic Advising	4.17	High Satisfaction
Guidance and Counselling	3.98	High Satisfaction
Accommodation	3.95	High Satisfaction
Food Services	4.06	High Satisfaction
Library Services	4.00	High Satisfaction
Extension/Outreach/Community Involvement	3.95	High Satisfaction
Extra-curricular activities	3.98	High Satisfaction
Co-curricular activities	3.91	High Satisfaction
Security	3.98	High Satisfaction

With a mean (X) of 4.72, Table 14 demonstrates that respect for students was assessed as "Very High Satisfaction," particularly regarding the teaching staff's material expertise, student interactions, activity in the classroom, delivery abilities, and teaching methodology. Despite being classified as "high satisfaction," the atmosphere of political and cultural understanding seemed to have received the lowest rating among the categories. As a result, WVSU-PC alumni expressed great satisfaction with WVSU's general institutional climate, particularly about the respect they received.

Table 14

Degree of Satisfaction with the Learning Environment / Climate at WVSU-PC

Learning Environment/Climate	Mean	Interpretation
Teaching Staff		
Knowledge of content	4.72	Very High Satisfaction
Interaction with students	4.34	High Satisfaction
Creativity in teaching	4.24	High Satisfaction
Delivery Skills / Teaching Methods	4.26	High Satisfaction
Instructional Materials	4.06	High Satisfaction
Respect for Students	4.17	High Satisfaction
Atmosphere of political and cultural understanding	4.00	High Satisfaction

According to Table 15, most of the amenities at WVSU-Pototan have received a rating of "High Satisfaction." The library notably achieved the highest mean, 3.77. Recreational facilities, computer labs, and communication facilities received the lowest mean of (x) 3.45, making them the only three facilities evaluated with "Moderate Satisfaction." According to the survey, respondents are pleased with WVSU's facilities. Even though most respondents expressed great satisfaction with the facilities, WVSU-PC facilities must be improved per national and international norms, particularly in light of the upcoming SUC levelling.

Table 15

Degree of Satisfaction with the Facilities at WVSU-PC

Facilities	Mean	Interpretation
Library	3.77	High Satisfaction
Science Laboratories	3.64	High Satisfaction
Computer Laboratories	3.49	Moderate Satisfaction
Equipment	3.74	High Satisfaction
Classroom	3.66	High Satisfaction
Clinic	3.63	High Satisfaction
Canteen / Food Stalls	3.54	High Satisfaction
Recreational Facilities	3.49	Moderate Satisfaction
Audio-Visual Room	3.57	High Satisfaction
Auditorium	3.51	High Satisfaction
Communication Facilities	3.45	Moderate Satisfaction
General Conditions of Building and Grounds	3.63	High Satisfaction

3. The extent to which the Curricular Program contributed to the development of the Graduates' skill

The degree of training adequacy on the five (5) skill clusters offered to undergraduate alumni by WVSU-PC is shown in the following tables, nos. 18–22.

According to Table 16, the graduates assessed their overall communication abilities as "Very Adequate", with a mean (x) of 4.07. The ability to listen objectively to grasp the opinions of others is the most highly ranked competence, with a mean (x) of 4.14. On the other hand, employing different textual communication formats and styles resulted in the lowest mean (x) of 4.02. Thus, our study has demonstrated that WVSU-PC has improved the communication skills of its 2017–2019 graduates to the level of "Very Adequate."

Table 16

Adequacy of Training in Communication Skills

Communication Skill	Mean	Interpretation
1. Express ideas in a clear and logical manner	4.07	Very Adequate
2. Use various forms and styles of written communication	4.06	Very Adequate
3. Use grammatically correct language and vocabulary	4.14	Very Adequate
4. Listen with objectivity to gain an understanding of the ideas of others	4.04	Very Adequate
Overall Mean	4.08	Very Adequate

Regarding the effectiveness of human relations training, it also produced an overall mean (x) regarded as "Very Adequate." The ability to demonstrate cooperative and supportive relationships with others has the highest mean (x) of 4.16 among

the skills. However, with a mean (x) of 4.00, the capacity to use real-world conflict resolution techniques has come in last. As a result, WVSU-PC has given the graduates in these disciplines "Very Adequate" interpersonal skills.

Table 17

Adequacy of Training on Human Relation Skills at WVSU-PC

Human Relations Skills	Mean	Interpretation
1. Demonstrate effective social behaviour in a variety of settings and under different circumstances	4.04	Very Adequate
2. Respond to the needs of colleagues in the workplace	4.02	Very Adequate
3. Apply effective conflict resolution skills	4.00	Very Adequate
4. Foster professional relationships with people in the workplace	4.06	Very Adequate
5. Exhibit cooperative and supportive relations with others	4.16	Very Adequate
Overall Mean	4.06	Very Adequate

This study found that all other leadership skills had an overall mean (x) of 4.07, interpreted as "Very Adequate." Therefore, the ability to encourage collaborative efforts with colleagues in the workplace ranked highest with a mean (x) of 4.12, interpreted as "Very Adequate." The ability to take responsibility and risks in making decisions has the lowest mean of 4.02, interpreted as "Very Adequate." Finally, the results confirmed that WVSU-PC could harness the leadership skills of its graduates from 2017 to 2019.

Table 18

Adequacy of Training on Leadership Skills at WVSU—PC

Leadership Skills	Mean	Interpretation
1. Stimulate collaborative efforts with colleagues in the workplace.	4.12	Very Adequate
2. Motivate, mobilise and inspire people to move toward the goal of the organisations	4.06	Very Adequate
3. Motivate, mobilise and inspire people to move toward the goal of the organisations	4.08	Very Adequate
4. Facilitate effective implementation of programs of the departments/Schools/organisation	4.10	Very Adequate
5. Maintain self-control amid stressful encounters with group members	4.04	Very Adequate
6. Take responsibility and risks in making decisions	4.02	Very Adequate
Overall Mean	4.07	Very Adequate

A mean (x) of 4.10 was obtained for the effectiveness of training in problem-solving techniques and the capacity to assess action for future decision-making. On the other hand, the capacity to pinpoint the root causes of a problem had the lowest mean (x) of 4.02. The overall mean (x) for these skills and problem-solving abilities was 4.06, translated as "Very Adequate." As a result, the graduates who participated in this study received adequate problem-solving training and support.

Table 19

Adequacy of Training on Problem-Solving Skills in WVSU-PC

Problem-Solving Skills	Mean	Interpretation
1. Identify a research problem	4.06	Very Adequate
2. Examine alternative solutions and strategies to make an informed decision on the problem	4.08	Very Adequate
3. Develop a clear plan to solve the problem	4.02	Very Adequate
4. Evaluate action for making a future decision	4.10	Very Adequate
Overall Mean	4.06	Very Adequate

The capacity to use technology to obtain necessary information had the highest mean (x) of 3.86 to the sufficiency of training in research skills. Technology, which is highly favoured in the Philippines, is the reason for this sufficiency. However, the capacity to create testable theories received the lowest mean (x) of 3.72. However, WVSU improved the research capabilities of its graduate participants from 2017 to 2019, as seen by the overall mean (x) of 3.81 for all research abilities, which was regarded as "Very Adequate."

The graduate respondents of 2017–2019 were given and trained "Very Adequately" on the cluster of skills highly expected of a teacher because, overall, the five clusters of skills on communication, human relations, leadership, problem-solving, and research were not just given during the alumni's pre-service training, as shown in Tables 8.2, 8.3, 8.4, 8.5, and 8.6.

Table 20

Adequacy of Training on Research Skills in WVSU-PC

Research Skills	Mean	Interpretation
1. Identify research problems in one's discipline	3.81	Very Adequate
2. Formulate a testable hypothesis	3.72	Very Adequate
3. Demonstrate knowledge of various data-gathering techniques	3.85	Very Adequate
4. Apply appropriate statistics in processing data	3.85	Very Adequate
5. Analyse and interpret research results	3.81	Very Adequate
6. Draw conclusions and generalisation from research data	3.78	Very Adequate
7. Use technology to acquire needed information	3.86	Very Adequate
Overall Mean	3.81	Very Adequate

4. Degree of Adequacy and Relevance of Pre-Service Training about Curricular Program Competencies

Table 21 shows the three pre-service training programs' levels of relevance and adequacy in terms of their program competencies. These competencies are the subject knowledge, abilities, and disposition of any undergraduate specialisation program. Interestingly, BEED received the highest mean (x) score of 4.32, considered "Very Adequate." The other two programs received mean (x) values of 4.13 and 3.98, respectively, also considered "Very Adequate." The findings regarding the applicability of pre-service training for WVSU-PC curriculum competencies are also noteworthy. According to the alumni respondents, all three programs have "Very Adequate" pre-service training relevant program competencies, making them "Very Relevant." According to the 2017–1019 alumni, WVSUPC's courses are generally rated as "Very Adequate" and "Very Relevant."

Table 21

Adequacy and Relevance of Pre-Service Training about Curricular Program Competencies

Programs	NO. OF COMPETENCIES	ADEQUACY		RELEVANCE	
		MEAN	INTERPRETATION	MEAN	INTERPRETATION
BSED	42	4.13	Very adequate	4.30	Very Relevant
BEED	108	4.32	Very Adequate	4.33	Very Relevant
BTVTED	18	3.98	Very Adequate	4.06	Very Relevant

6. CONCLUSION

The School of Education Director conducted a tracer study on WVSU-PC graduates, primarily females in their early twenties, to assess the existing curriculum's strengths and weaknesses. The study found that graduates were employed immediately after graduation due to the Republic Act 10931, which provided free tuition fees and personal prestige. The study also found that graduates' satisfaction with the university's services, learning environment, and facilities was generally high. However, there is a need for computer laboratories, especially with the rapid advancement of technology. The study recommends that undergraduate curricular programs be at par with international standards, responsive to the SUC Leveling, and appropriate for 21st-century teachers. The study's findings are crucial indicators of the quality of higher education.

7. RECOMMENDATIONS

The study suggests implementing tracer studies every other school year, offering incentives to graduating male students, implementing a one-semester practicum time frame, reevaluating Experiential Learning Courses, developing innovative poverty alleviation programs, and developing other undergraduate and graduate programs to align with other National Network of Normal Schools institutions and promote a more inclusive education system.

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