

**EMPLOYABILITY STATUS OF THE 2016-2018 BACHELOR IN
SECONDARY EDUCATION (BSEd) MAJOR IN ENGLISH,
MATH, AND FILIPINO GRADUATES**

**College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

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JESLIE B. SEDIO**

June 2022

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GRADUATES**

A Thesis
Presented to the
Faculty of the College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus, Zamora, Bilar, Bohol

In Partial Fulfilment
of the Requirements for the Degree
BACHELOR OF TECHNOLOGY AND LIVELIHOOD EDUCATION
MAJOR IN HOME ECONOMICS

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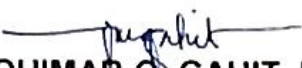
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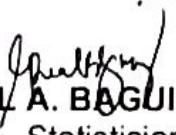
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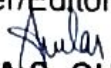
This thesis entitled "EMPLOYABILITY STATUS OF THE 2016-2018 BACHELOR OF SECONDARY EDUCATION (BSEd) MAJOR IN ENGLISH, MATH, AND FILIPINO GRADUATES", prepared and submitted by **WILLYME M. AUXTERO, ROSELYN B. LINGATONG and JESLIE B. SEBIO** in partial fulfillment of the requirements for the degree **BACHELOR OF TECHNOLOGY AND LIVELIHOOD EDUCATION MAJOR IN HOME ECONOMICS** has been examined and recommended for approval and acceptance.

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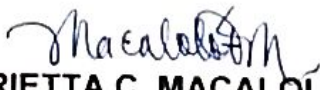

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ABSTRACT

This study primarily aimed to determine the employment aspects and assess the extent of the contributory factors of the course that helped the graduates to be developed; extent of the course on the overall college life experience and the extent of life satisfaction of the graduates of Bachelor of Secondary Education (BSEd) Major in English, Math, and Filipino, Academic Year 2016-2018. The respondents were the two hundred seven (207) graduates of the batch mentioned. The total enumeration was considered in this study. The variables included in the profile of respondents were sex, civil status, employability status, monthly income, reasons for choosing the BSEd course, reasons for staying and accepting their present job, monthly income, means of finding their job, relevance of the BSEd curriculum and competencies in their present job, and reasons for unemployment. This study was concerned with the extent of the contributory factors of the course to determine the employability status of the Batch 2016-2018 BSEd graduates. This research study utilized the descriptive method of research. The data-gathering tool was the Graduate Tracer Study (GTS) Questionnaire adapted from the Commission on Higher Education (CHED). Based on the findings of the study, it can be concluded that majority of the respondents were female, single, employed mostly in government sectors, have chosen to pursue BSEd for having strong passion for the profession, had reasons for accepting and staying on their present job mostly for salaries and benefits, find the BSEd curriculum very relevant and unanimously said that communication skills learned in college helped them in their present job. The graduates believed that the BSEd- English, Math and Filipino course had developed them to be an effective educator; are agreeable that the course has great impact in nurturing the learners for a better learning experience; are contented in touching and changing their students' lives. In order to meet the varying demands in diverse workplace, they feel the essence of having more focused on related communication skills subjects and relevant trainings to be included in the curriculum. The study recommended that the university thru its administrators may consider reviewing the program and improve the facilities of the college, and that the professors are highly encouraged to include in the teaching-learning encounters the most relevant and authentic lessons, the College of Teacher Education department should always conduct a yearly Graduate Tracer Study to update and monitor the employability status of the graduates which is qualitative in nature and a parallel study might be conducted using other variables like school facilities and teacher-related aspects to verify the results of the curriculum efficiency and relevance towards their expected job.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENTS	iii
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x

CHAPTER	PAGE
I THE PROBLEM AND ITS SCOPE	
INTRODUCTION	
Rationale	1
Theoretical Background	5
THE PROBLEM	
Statement of the Problem	12
Significance of the Study	14
RESEARCH METHODOLOGY	
Design	16
Environment and Participants	16
Instrument	17
Data Gathering Procedure	17
Statistical Treatment	18

	DEFINITION OF TERMS	18
2	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	21
3	SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	
	Summary of Findings	31
	Conclusions	34
	Recommendations	35
	REFERENCES	36
	APPENDICES	
	A. Questionnaire	37
	B. Transmittal Letter	43
	RESEARCHER'S BIODATA	45

	DEFINITION OF TERMS	18
2	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	21
3	SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	
	Summary of Findings	31
	Conclusions	34
	Recommendations	35
	REFERENCES	36
	APPENDICES	
	A. Questionnaire	37
	B. Transmittal Letter	43
	RESEARCHER'S BIODATA	45

LIST OF TABLES

Table		Page
1	Profile of the 2016-2018 BSEd - English, Math, and Filipino Graduates	20
2	Employability Status of the 2016-2018 BSEd - English, Math, and Filipino Graduates	21
3	Employability Status of the Employed and Underemployed Respondents	24
4	Reasons for Unemployment	25
5	Reasons for Taking the BSEd - English, Math, and Filipino Course	26
6	Reasons for Accepting the Job	27
7	Reasons for Staying on the Present Job	28
8	Means of Finding the Present Job	28
9	Relevance of the BSEd Curriculum in their Present Job	29
10	Useful Competencies Learned in College	30

LIST OF FIGURES

Figure		Page
1	Theoretical and Conceptual Framework of the Study	5
2	Map of Bohol	16

Chapter I

THE PROBLEM AND ITS SCOPE

Rationale

Graduates are faced with the challenge of acquiring employment right after graduation not only because of no employment history but mainly on lack of adequate skills that suits the needs of the industry. Findings suggest that employers often criticize the standard of new graduates saying they lack sense and understanding of the real world, (Knight & Yorke, 2003; Valenzuela & Mendoza, 2012; McQuaid, 2006). It is paramount that they should have gained the best knowledge and skills in their field of specialization before plummeting into the workplace of their choice. The school which produces oversupply of graduates plays a vital role in providing extensive education and training to students who will eventually [become graduates] equipped with competence, knowledge and skills in their field of study. Employability also means that institutions and employers have supported the students' knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce (Hinchliffe & Jolly, 2011).

Internationally, there has been a growing emphasis on the role of higher education institution (HEIs) in enabling employability and graduate employment, as evidence by the rise of university graduates' employment destination as an important proxy measure of the value of a university education. Many universities are now including work-integrated learning programs in their degrees with the

aim of enhancing graduate employment prospect. Often this perspective is based on the premise that universities can produce 'work-ready' or 'employable' graduates (Holmes, 2013). Employability by contrast, is predominately conceptualize as the skills and the personal attributes considered important by industry, and needed by graduates in order to secure employment.

In determining institutional capability in preparing graduates to meet the demands of the workplace, the use of a graduate tracing study is an appropriate tool. The Commission on Higher Education issued a report on the oversupply of graduates and students-graduates with problems in job mismatching. It is noted upon that the reason by which graduates do not get the job is simply the disparity between the educational system produces and the industries' needs which remains to be a critical issue among graduates.

In this day where universities are offering high- quality education, the number of tertiary graduates has quickly increase. This means more cutthroat rivalry between graduates in landing their desired job. Having the knowledge with their field will not guarantee them a seat on the "job train". The graduates competitive ability and employability will determine the effectiveness of the program he/she has undergone (Tamashiro, 2019).

With the aforementioned reasons, the researchers wanted to gather information the BSEd graduates of BISU- Bilar Campus. This study aimed to assess the BSEd graduates academic year 2016-2018, whether they have

landed jobs exactly, quite so, or closely related to their educational qualifications and determine the employment status.

Literature Background

Throughout the world, different countries are trying to create closer synergies between the needs and purposes of their education training system, the local and regional labour markets, and their national economies. This is largely a result of an international concensus which, though contested, argues that people and organizations need to embrace new skills and knowledge at regular periods in order to meet the challenges of a much more dynamic and unstable economic climate (Unwin,2003). Such developments asked important questions of national education systems in terms of curriculum content, teaching and learning processes, skills acquisition and expertise of educational professionals.

The first theory that supports this study is the human capital theory which is proposed by Becker in 1964. This theory originated in the works of Becker (1964) and the rests on the assumption of a strong relationship between productivity and wages.

Human capital theory, initially formulated by Becker (1962) and Rosen (1976), argues that individual workers have a set of skills or abilities which they can improve or accumulate through training and education. As students (future workers) accumulate human capital, their value in the marketplace should increase as they bring more expertise and effectiveness to their job tasks. If

human capital increases with additional education, a worker's market value should theoretically increase in proportion to the amount of education he or she receives, often captured by the total number of credits accumulated.

Another theory that supports for this study is Income and Employment theory, a body of economic analysis concerned with the relative levels of output, employment, and prices in an economy. By defining the interrelation of these macroeconomic factors, governments try to create policies that contribute to economic stability.

Another theory that is backing up this study is the Model of Employability by Knight and Yorke (2003). Employability is seen to be influenced, among other things by student's self-efficacy beliefs, student's self-theories and personal qualities. They highlight that what is of critical importance is the extent to which students feel that they can "make a difference". This is important, not only to broadens the focus to include a wider range of attributes required to be successful within employment but also includes the attributes required to manage one's career development in ways that will sustain one's employability.

The moratorium is contained in CHED Memorandum Order (CMO) No. 17, Series of 2007, which states that the employability of tertiary education graduates is a development challenge for the Commission on Higher Education (CHED) and higher education institutions (HEIs). Ensuring the labour market responsiveness of higher education programs through constant curricular updating is one of the strategies adopted to address this challenge. Another

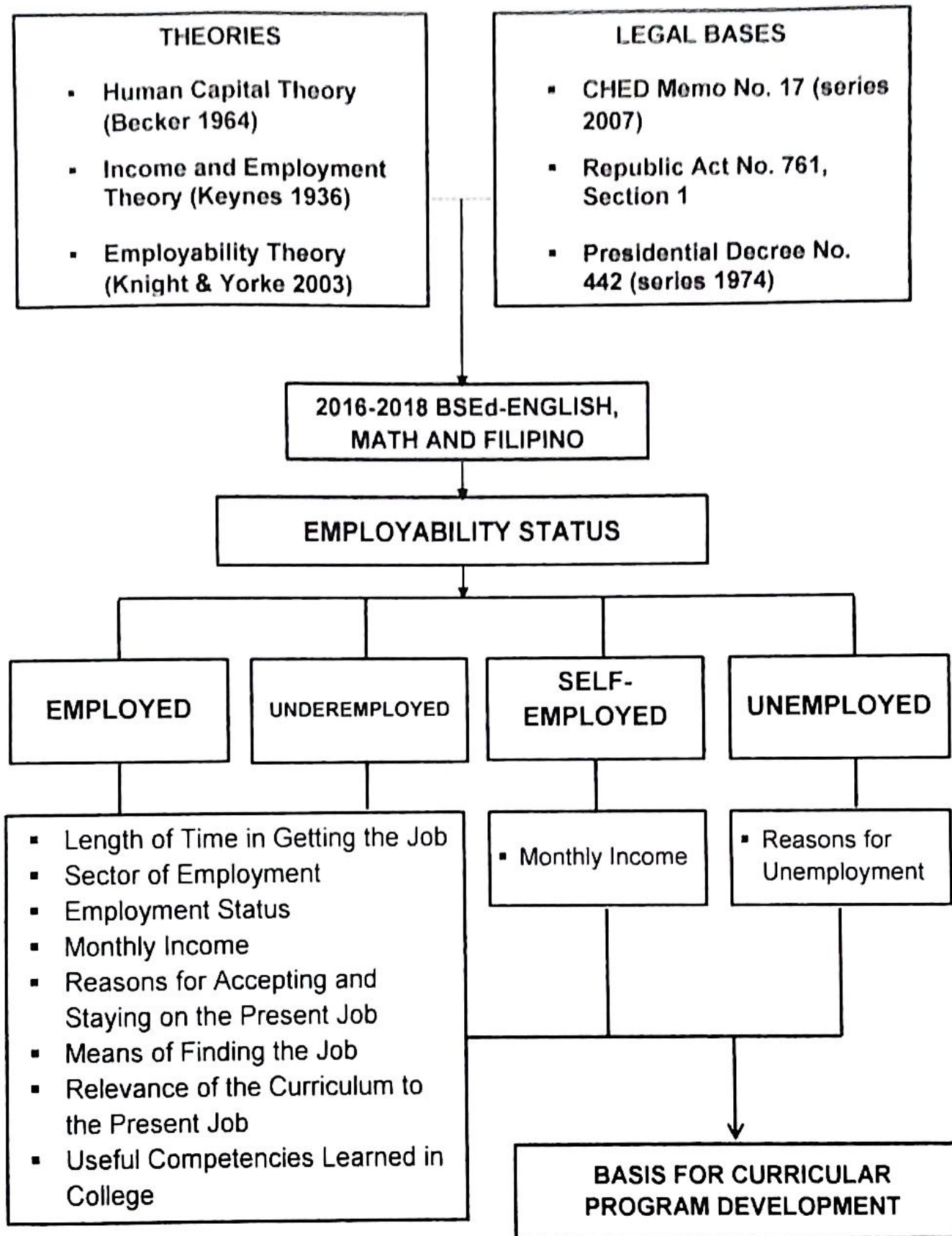


Figure 1. Theoretical and Conceptual Framework

mechanism for promoting employability of graduates in this "Information Era" is the use of information and communications technology (ICT) for linking HEIs, graduates and employers and for circulating labor market signals to all concerned.

It is stated in the Republic Act 761 "An Act to provide for the organization of a national employment service" (repealed by Presidential Decree No. 442) Section 1 National Employment Service; Creation of. - In order to ensure the best possible organization of the employment market as an integral part of the national program for the achievement and maintenance of maximum employment and the development and use of productive resources, there is hereby established a national system of free public employment offices to be known as the National Employment Service, hereinafter referred to as the Service. The Service shall be under the executive supervision and control of the Department of Labor, and shall have a chief who shall be known as the Commissioner of the National Employment Service hereinafter referred to as Commissioner. Said Commissioner shall be appointed by the President of the Philippines with the consent of the Commission on Appointments and shall receive compensation at the rate of nine thousand pesos per annum. A Deputy Commissioner shall also be appointed by the President of the Philippines with the consent of the Commission on Appointments and shall receive compensation at the rate of seven thousand two hundred pesos per annum.

Presidential Decree No. 442, as amended "a decree instituting a labor code thereby revising and consolidating labor and social laws to afford protection

to labor, promote employment and human resources development and insure industrial peace based on social justice”.

They suggested that there is a close relationship between employability and good learning and stressed that employability results from a blend of achievements in four broad areas. They represented this in their USEM model of employability, one of the best known and respected in the area of employability.

Their model proposes four inter-related components of employability which are the: **Understanding** (of disciplinary subject matter and how organisations work); **Skilful practices** (academic, employment, and life in general); **Efficacy beliefs** (reflects the learner's notion of self, their self-belief, and the possibility for self-improvement and development); **Metacognition** (complements efficacy, embraces self-awareness, how to learn and reflection. It encompasses knowledge of strategies for learning, thinking and problem solving, and supports and promotes continued learning/lifelong learning).

Knight and Yorke say they developed this model ‘in an attempt to put thinking about employability on a more scientific basis, partly because of the need to appeal to academic staff on their own terms by referring to research evidence and theory (Knight & Yorke, 2004).

Furthermore, Whilst Dearing (1997) explicitly refrained from producing a list of skills, because of the nature of individual program of study and their learning objectives, it is probably useful for student to see the sort of skills that the program is aiming to develop so that they are more aware of their own personal development. It is also useful for students to see the type of skills which

employers are typically seeking from graduates. This means that students can be aware of any gaps in their own personal development well in advance of getting the stage of applying for jobs.

In the challenges of 21st century education, higher education stands out as one of the major keys to cope with reforms through instruction, research, and extension. It has become a big challenge for all Philippine Higher Education Institutions (HEIs) to cater these reforms. One way of addressing these concerns is by producing fully-equipped graduates who would use what they have learned in school and apply them in their respective work (Tertiary Education Commission, 2009).

The Graduate Tracer Study of the University of Pangasinan reveals the new graduates are challenged by the lack of job opportunities, which reasonably takes them a longer time to wait because of lack of experience (Rocaberte, 2016). This is supported by Verona (2011) that government needs to reckon on issues regarding labor mismatch – a situation where the aggregate supply of labor skills is insufficient to address the decline in productive labor, more especially in urban or semi-urban area.

This scenario connects the study of Wangchuk (2002) that generally most graduates in teacher education are hired in urban or semi-urban areas than in the rural areas in Paro. This means comforts for better life are found in urbanite city than rural areas. Signals in the use of technology for instructional purposes like the use of social media and multi-media presentations can be accessed more readily in the city.

The annual Australian Graduate Survey (AGS) in 2014 revealed that four months following graduation about a third of graduates were unemployed or under-employed, the worst result since the commencement of the AGS in the 1970s (Graduate Careers Australia, 2014). Employers have long criticized the ability of graduates to contribute effectively to the workplace (e.g., Australian Chamber of Commerce and Industry, 2002). More recently, reports from the Office of the Chief Scientist in Australia (Prinsley & Baranyai, 2015) highlighted a mismatch between the skills required by employers and those possessed by job applicants. Employers, for example, reported applicants with an unsatisfactory understanding of business and lacking in workplace experience and laboratory skills. Prinsley & Baranyai concluded that efforts should be made to minimize the mismatch between employers' requirements and job applicants' capabilities. It is, therefore, of increasing importance that higher education institutions respond to promote the employability of their students. This importance has been observed not only in Australia, but also internationally (Boden & Nedeva, 2010).

A study by Chen and Hu (2008) stated that "the concept of job hunting is an important factor affecting university students' employment". In their empirical study, it showed that while hunting for a job, graduates witness negative correlation between their expectation of the nature of work and the demand for occupational types and the accessibility to a post and monthly income; positive correlation between students' initiative and employment opportunities; positive correlation between salary expectation and real income; negative correlation between mental preparation for hardship and job satisfaction. They emphasized

that the institutions of higher learning must strengthen their employment education, guiding students to foster a sound sense of competition, the concept of occupational position, mental preparation for vocational hardship so that students can rectify their attitude towards employment and adjust their employment concept, thus benefiting them in gaining a position.

According to Bridgstock and Jackson (2019), "Strategic institutional approaches to graduate employability: navigating meanings, measurements and what really matters" despite ongoing efforts by universities, challenges and tensions continue to exist in academic discourse, policy and practice around graduate employability. These factors can militate against the sector's capacity to prepare learners for life and work, because they promote unclear, and sometimes counterproductive and competing, courses of action. This article suggests that higher education institutions' approaches to graduate employability reflect at least three aims. The aims relate to: (i) short-term graduate outcomes; (ii) professional readiness; and (iii) living and working productively and meaningfully across the lifespan. The commitment to each of these aims is often tacit and ill-defined and varies within as well as between institutions, and over time. This article attempts to navigate a productive path through the multiple aims and agendas, along with the definitional and measurement challenges, to identify, workable approaches. It suggests some actionable principles to enhance employability that address the tensions between the three employability aims.

The study focused on the Bachelor in Secondary Education Major in English, Math and Filipino graduates of Academic Year 2016-2018 of Bohol

Island State University-Bilar Campus which was the independent variable. The dependent variable is their employability status in terms of length of time in getting the job, sector of sector of employment, employment status and their monthly income.

THE PROBLEM

Statement of the Problem

The purpose of this study was to determine and assess the employability status of the 2016-2018 graduates of the Bachelor in Secondary Education Major in English, Math and Filipino of Bohol Island State University-Bilar Campus.

Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the BSED graduates in terms of:
 - 1.1 sex; and
 - 1.2 civil status
2. What is the profile of the employment status of the BSED English, Math and Filipino graduates for the year 2016-2018?
3. What is the employability status of the BSED English, Math and Filipino graduates as described in the following areas:
 - 3.1 Employed
 - 3.1.1 Length of the time in getting the job;
 - 3.1.2 Sector of employment;
 - 3.1.3 Employment status;
 - 3.1.4 Monthly income;

3.2 Underemployed

3.1.1 Length of the time in getting the job;

3.1.2 Sector of employment;

3.1.3 Employment status;

3.1.4 Monthly income;

3.3 Self-employed

3.3.1 Monthly income?

4. What are the reasons of unemployment for the 2016-2018 BSED English, Math and Filipino unemployed graduates?
5. What are the reasons of taking the BSED English, Math and Filipino course or pursuing the degree previously?
6. What are the reasons of the employed and underemployed 2016-2018 graduates for accepting the present job?
7. What are the reasons of the employed and underemployed 2016-2018 graduates for staying on the present job?
8. How did the employed and underemployed graduates find their present job?
9. Was the curriculum in college relevant and useful to the graduates' present job?

10. What are the competencies in college that the 2016-2018 BSED English, Math and Filipino graduates find it very useful?

Significance of the Study

The study only included the graduates of BSEd program from academic year 2016-2018. The researchers believed that the results of this study would be benefit to the following recipients:

College of Teacher Education. The findings of the study are important in planning programs to improve the BSEd programs at the same time it gives direction on what more could be done to prepare our education students to meet the demands of services. Furthermore, it would help the college for research development and advancement in curricular programs and services offered.

Graduates. The results of the study would encourage the graduates to find a job in line with their field and qualifications. This might give insights to the graduates as to the general findings and analysis of the study.

Researchers. The result of the study would serve as basis of the researchers for future studies.

School Administrators. This study would provide the school administrators a tool in determining the employability status of the Bachelor in Secondary Education Major in English, Math and Filipino graduates on the academic year 2016-2018 that would be the basis in improving the curriculum to achieve the goals of the institution. They could also supervise high quality education and produce competitive graduates.

Students. The findings of this study would help the students reflect what skills and knowledge they need to learn which are needed in the actual job hunting.

Teachers. This study would help the teachers improve their instruction so as to integrate the domains of learning. This would also help them improve their teaching strategies to produce highly competitive graduates. It would be significant for them in a way that they could assess the effectiveness of their teaching strategies through the employability status of the graduates.

University Key Officials. Through this study, the university key officials could figure out how their graduates perform in their chosen fields. This would assess the employability status of the BISU-Bilar graduates for the supplementary documents as requirements for accreditation. It would help in developing relevant curricular programs that match the requirements of both domestic and international job industry. It would also serve as baseline data for planning activities to continually improve program quality.

RESEARCH METHODOLOGY

Design

The researchers employed the descriptive survey method using a survey questionnaire in collecting the graduate's employment profile.

Environment and Participants

The study got the preliminary data and information of the graduates of Bohol Island State University – Bilir Campus. Students came from various feeder towns in the province of Bohol.



Figure 2. Map of BISU

The respondents of the study were the 207 graduates of the BSEd English, Math and Filipino course for the year 2016-2018. The complete enumeration method is used to fully evaluate the employability status and other essential information.

Instrument

The researchers utilized a modified and patterned survey questionnaire with reference to Commission on Higher Education tracer study guides and established Graduates Tracer Study from other universities. The survey questionnaire is patterned to fit to the needed information and data from the BSEd English, Math and Filipino graduates.

The questionnaire was composed of the General Information and the employability status and other vital information that are important in the development of the curricular programs regarding skills and competencies earned in BISU and their present workplace.

Data Gathering Procedures

The researchers asked permission for the conduct of the study from the Dean of the College of Teacher Education and from the Campus Director, the researchers sent a request letter to the Registrar's Office for the issuance of the complete list of the graduates of Bachelor of Secondary Education major in English, Math and Filipino within the Academic Year of 2016-2018. The researchers contacted the respondents via social networking sites like Facebook and messenger, ocular visit to their residences and actual calls; and since the study was conducted during this pressing time of the COVID 19 Pandemic, health protocols were highly observed and strictly followed to avoid incidental consequences.

The data then were gathered and organized for statistical treatment analysis and interpretation.

Statistical Treatment

The data gathered were collected, tabulated, and interpreted to facilitate analysis of the data. To further describe the study based on the survey questionnaire, the study used descriptive statistics such as frequency counts which refers to the number of response made for a particular question, ranking and percentage using the formula:

Percentage

$$\frac{x}{n} \times 100 = p$$

Where

x = given quantity

n = total amount

p = percentage of the quantity compared to the total

OPERATIONAL DEFINITION OF TERMS

The following terms were used in the study and each of them is defined operationally:

BSED English, Math and Filipino Graduates. It refers to the Bachelor in Secondary Education graduates of Bohol Island State University -Bilar Campus academic year 2016 -2018 which is the respondents of the study.

Employability. It refers to the employment status, sector and category of BSED graduates from the batch 2016-2018 class, whether employed, underemployed, self-employed, or unemployed.

Employed. It refers to the BSED graduates who are employed in a job which is aligned or relevant to their degree or course.

Employment. It entails having a job or any other source of income. It is an occupation in which someone, specifically BSED graduates, engages in a particular job or is employed.

Graduates Tracer Study (GTS). It is a form of an empirical study that can appropriately provide valuable information for evaluating the results of the education and training of a specific institution of higher education. It can collect essential information concerning the employment profile of graduates, their undergraduate experience, the first and current jobs of graduates, and the relevance of their educational background and skills required in their job. Graduate tracer study can also collect data on the relevance of the curriculum and graduates' level of satisfaction with their academic preparation.

Respondents. It refers to the Bachelor of Secondary Education graduates of Bohol Island State University- Bilar Campus from the academic year 2016-2018.

Self-employed. It refers to the BSED graduates who are engaged in a self-managed or family-owned business or opportunities done at home or anywhere like online selling, retailing and other forms of income generating businesses without external pressures.

Underemployed. It refers to BSED graduates who are engaged in a job opportunity which is not aligned with their chosen field/course of study/field of specialization.

Unemployed. It refers to the BSED graduates who are not employed or simply do not have a job at all.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation of the data gathered and collected through questionnaires. The data set comprises personal information such as sex, civil status, and employment information.

Table 1 shows the demographic profile of the respondents in terms of sex, and civil status.

Sex. Data indicated that there was a big difference in the number of male and female students enrolled for the Batch 2016-2018 graduates with 175 (84.54%) females and 32 (15.46%) males.

Table 1

Profile of the BSEd English, Math and Filipino Graduates
N=207

Category	F	%
SEX		
Male	32	15.46
Female	175	84.54
<i>Total</i>	207	100
CIVIL STATUS		
Single	149	71.98
Married	58	28.02
<i>Total</i>	207	100

Civil Status. Results showed that there are 149 (71.98%) single; 58 (28.02%) married.

In the next presentation, **Table 2** shows the employability status of BSEd graduates categorized as employed, underemployed, self-employed and unemployed for Batch 2016-2018. There were 112 (54.11%) employed graduates, 55 (26.57%) underemployed graduates, 4 (1.93%) self-employed graduates and 36 (17.39%) were unemployed. It can be inferred that only 17 per cent of the total graduates are not yet earning income which can also be understood because of the effect of the COVID-19 pandemic.

Table 2
Employability Status of the Batch 2016-2018 Graduates
N=207

CATEGORY	F	%
Employed	112	54.11
Underemployed	55	26.57
Self-employed	4	1.93
Unemployed	36	17.39
Total	207	100

As confirmed by the labor force survey of the government as of February 2021 indicates that the unemployment rate is at 8.8% which is equivalent to 4.2 million people. The highest unemployment rate was registered at 17.6% in April

2020, during the first implementation of Enhanced Community Quarantine (electronicswatch.org, 2021).

Table 3 presents the employability status of the employed respondents as described in the following areas.

Length of time in getting the job. It was found out that both the employed and underemployed respondents are able to get their job from 0-6 months span of time with 34 (30.36%) and 23 (41.82%) responses, respectively.

Sector of Employment. Findings indicated that both respondents are employed in government sectors with 68 (60.71%) for the employed and 15 (27.27%), underemployed. Employment in the private sectors for the employed groups made a 44 (39.29%) from the government sectors whereas the underemployed graduates with 40 (72.72%) were also underemployed in the private establishments.

Employment Status. Both groups of respondents with 71 (63.39%) employed and 26 (47.27%) underemployed respondents are employed as permanent employees and 41 (36.61%) employed and 29 (52.72%) underemployed are contractual. This further implies that though majority of the graduates had been working, yet, no assurance as to their security of tenure. This could be explained by the fact that those working in the government sectors whether employed or underemployed status, they were given the permanent status.

Monthly Income. As for the monthly salary of the respondents, it was found out that there were; 20 (17.86%) employed and 6 (10.91%) underemployed graduates earned 5,001-10,000; 18 (16.07%) employed 10 (18.18%) underemployed graduates earned 10,001-15,000; 12 (10.71%) employed and 21 (38.18%) underemployed graduates earned 15,001-20,000; 47 (41.96%) employed and 15 (27.27%) underemployed graduates earned 20,001-25,000; 15 (13.39%) employed and 3 (5.45%) underemployed graduates earned 25,000 above. A 2019 report by the Philippine Statistics Authority (PSA) states that a family of five needs at least PHP 10,481 a month or the equivalent of US\$210 to meet their most basic food and non-food needs. This means that for the average Filipino family, it can be possible to live comfortably month by month at US\$500.

Table 3

Employability Status of Employed and Underemployed Respondents

CATEGORY	Employed Respondents N=112		Under employed Respondents N=55			
	F	%	F	%		
LENGTH OF TIME IN GETTING THE JOB						
0-6 months	34	30.36	23	41.82		
7-12 months	33	29.46	23	41.82		
13-18 months	17	15.18	4	7.27		
19-24 months	19	16.96	5	9.09		
25-30 months	1	0.89	0	0		
31-months above	8	7.14	0	0		
<i>Total</i>	112	100	55	100		
SECTOR OF EMPLOYMENT						
Government	44	39.29	40	72.72		
Private	68	60.71	15	27.27		
<i>Total</i>	112	100	55	100		
EMPLOYMENT STATUS						
Permanent	71	63.39	26	47.27		
Contractual	41	36.61	29	52.72		
<i>Total</i>	112	100	55	100		
CATEGORY	Employed Respondents N=55		Under-employed Respondents N=15		Self-Employed Respondents N=13	
	F	%	F	%	F	%
MONTHLY INCOME						
5,000 below	0	0	0	0	0	0
5,001 – 10,000	20	17.86	6	10.91	1	25
10,001 – 15,000	18	16.07	10	18.18	2	50
15,001 – 20,000	12	10.71	21	38.18	1	25
20,001 – 25,000	47	41.96	15	27.27	0	0
25,001 above	15	13.39	3	5.45	0	0
<i>Total</i>	112	100	55	100	4	100

Monthly Income. It was found out that there were no self-employed graduates earned 5,000 below; 1 (25%) self-employed graduates earned 5,001-10,000; 2 (50%) self-employed graduates earned 10,001-15,000; 1 (25%) self-employed graduates earned 15,001-20,000 and none of the self-employed graduates earned 20,001-25,000 and 25,000 above.

Table 4 indicates the reasons why the respondent were not employed as describe in the following areas.

Table 4

Reasons for Unemployment
N=36

CATEGORY	Batch 2016-2018		
	F	%	Rank
REASONS FOR UNEMPLOYMENT (<i>multiple responses</i>)			
COVID-19 Pandemic	23	63.89	1
Advance or further study	0	0	6
Family concern and decided not to find a job	15	41.66	2
Health related reason(s)	1	2.78	5
Lack of work experience	1	2.78	5
No job opportunity	4	11.11	3
Did not look for job	1	2.78	5
Other reason(s): church ministry	3	8.33	4

Findings indicated the reasons of the respondents for unemployed due to covid-19 pandemic 23 (63.89%); family concern and decided not to find a job 15 (41.66%); no job opportunity 4 (11.11%); church ministry 3 (8.33%); health related reasons 1 (2.78%); lack of work experience 1 (2.78%); did not look for job 1 (2.78%).

Table 5 depicts the reasons for taking the course of the respondents as described in the following areas.

Table 5
Reasons for Taking the BSEd English, Math and Filipino Course
N=207

CATEGORY	Batch 2016-2018		
	F	%	Rank
Reason(s) for taking the course(s) or pursuing degree(s).			
High grades in the course or subject area(s) related to the course.	54	26.09	5
Good grades in high school.	64	30.92	3
Influence of parents or relatives.	61	29.47	4
Peer influence.	20	9.66	9
Inspired by a role model.	52	25.12	6
Strong passion for the profession.	76	36.71	1
Prospect for immediate employment.	30	14.49	8
Status or prestige of the profession.	17	8.21	11
Availability of course offering in chosen institution.	51	24.64	7
Prospect of career advancement.	18	8.7	10
Affordable for the family.	65	31.40	2
Prospect of attractive compensation.	6	2.9	13
Opportunity for employment abroad.	9	4.35	12
No particular choice or no better idea.	20	9.66	9

It was found out that the main reason for the most of the respondents in taking the BSEd English, Math and Filipino course was the strong passion for the profession with 76 (36.71%).

Table 6 shows the reasons why the respondents accepting the job as describe in the following areas.

It was found out that the reasons of the respondents for accepting the job were the salaries and benefits, 137 (82.04%); 80 (47.90%), career challenge; 70 (41.92%) related to special skills; 33 (19.76%) proximity to residence; 6 (3.59%) were the other reasons.

Table 6
Reasons for Accepting the Job
N=167

CATEGORY	Batch 2016-2018		
	F	%	Rank
Reason(s) for accepting the job (multiple responses)			
Salaries and Benefits	137	82.04	1
Career challenge	80	47.90	2
Related to special skills	70	41.92	3
Proximity to residence	33	19.76	4
Other reason(s), please specify	6	3.59	5

Table 7 shows the reasons of the respondents for staying on the job. It was found out that the reasons of the respondents for staying the job were the salaries and benefits 142 (85.03%); career challenge 77 (46.12%); related to special skills 64 (38.32%); proximity to residence 42 (25.15%) and 5 (2.99%) for the other reasons.

Table 7
Reasons for Staying the Job
N=167

CATEGORY	Batch 2016-2018		
	F	%	Rank
Reason(s) for accepting the job (multiple responses)			
Salaries and Benefits	142	85.03	1
Career challenge	77	46.12	2
Related to special skills	64	38.32	3
Proximity to residence	42	25.15	4
Other reason(s), please specify	5	2.99	5

Table 8 indicates how the respondents find their job.

Data revealed that most number of respondents got their jobs as recommended by someone with 68 (40.72%).

Table 8
Means of Finding the Job
N=167

CATEGORY	Batch 2016-2018		
	F	%	Rank
How they find their present job? (multiple responses)			
Response to an advertisement	14	8.38	5
As walk-in applicant	55	32.93	2
Recommended by someone	68	40.72	1
Information from friends	29	17.37	3
Arranged by school's job placement officer	16	9.58	4
Family business	0	0	7
Job fair or Public Employment services Office (PESO)	1	0.6	6

Table 9 shows the relevance of the respondents' curriculum in their present job.

It was found out that a significant number of respondents said that the BSEd- English, Math, and Filipino curriculum is relevant in their present job with 151 (88.30%).

Table 9

BSEd- English, Math, and Filipino Curriculum Relevance in their Present Job
N=171

CATEGORY	Batch 2016-2018	
	F	%
Was the curriculum they had in college relevant to their present job? <i>(Employed, underemployed and self-employed only)</i>		
Yes	151	88.30
No	20	11.70
Total	171	100

Table 10 indicates the curriculum competencies they have learned in college that they find useful in their present job.

Data pointed out that the major competency they have learned in college that is most useful in their present job is their communication skills with 151 (88.30%) followed by human relation skills with 116 (67.84%).

Table 10
 BSEd- English, Math, and Filipino Curriculum Competencies
 N=171

CATEGORY	Batch 2016-2018		
	F	%	Rank
Curriculum Competencies (used in their present job)			
Communication skills	151	88.30	1
Human Relation skills	116	67.84	2
Entrepreneurial skills	29	16.96	5
Problem-solving skills	93	54.39	4
Critical Thinking	112	65.50	3

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the findings and conclusions based on the study's findings. Based on the study's findings, the researchers make recommendations and provide new insights.

Summary of Findings

The study aimed to assess the Employability Status of the BSEd- English, Math and Filipino graduates of Academic Year 2016-2018. Specifically, the study sought to determine profile of the respondents in terms of gender, and civil status, their present employment profile, employability status as employed, underemployed, self-employed and unemployed graduates in terms of length of time in getting the job, sector of employment, employment status, and monthly income.

The researchers followed official protocols in obtaining the data. The official list of the graduates was taken from the Registrar's Office through a letter request and gathered the data through social networking sites such as Facebook, Messenger, Text and Call and house visits following the health restrictions since the study was conducted during COVID-19 Pandemic. A total of 100 percent responses were obtained.

After a thorough analysis of the study, the researchers came up with the following findings:

1. Demographic Profile of the Respondents in Terms of Sex and Civil Status

Data revealed that the Batch 2016-2018 BSEd- English, Math and Filipino graduates were slightly dominated in number by females and most of them are still singles.

2. Employability status of the Respondents

Most of the respondents are employed.

3. Employment Status of the Respondents

It was found out that majority of the respondents are employed in the government sector with more than half in percent difference for those employed in the private sector, are in permanent status with monthly earnings from 20,001-25,000 brackets.

4. Reasons for taking the BSEd- English, Math and Filipino course

With respect to the reasons for taking the BSEd- English, Math and Filipino course, a magnanimous percentage response is the strong passion for the profession.

5. Reasons for Unemployment

Of the 36 unemployed respondents, their main reason for unemployment is due to COVID-19 pandemic.

6. Reasons for Accepting the Job

The respondents' main reason for accepting their present job is because of salaries and benefits.

7. Reasons for Staying on the Job

Most of the respondents' reasons for staying on the job is because of salaries and benefits.

8. Means of Finding their Jobs

The most number of respondents revealed that they find their jobs as recommended by someone.

9. BSEd- English, Math and Filipino Curriculum Relevance to their Present Job

A great number of respondents said that the BSEd- English, Math and Filipino curriculum is very relevant in their present job.

10. BSEd- English, Math and Filipino Competencies Useful in their Present Job

Data showed that communications skills are the very useful skills in their present job followed by human relation skills.

Conclusions

After careful consideration of the findings, the following conclusions were drawn:

Majority of the graduates were female and single. Most of them are employed in government sectors as permanent employees with a span of 0-6 months in finding their present job. The respondents fall under the brackets in annual income 20,001-25,000.

This study highlights the fact that despite poverty and COVID-19, Filipino family still value education as means to finding better employment opportunities as shown in their reasons for accepting and staying on the job and for choosing the BSEd- English, Math and Filipino course which is because of salaries and benefits and strong passion for the profession.

The graduates believed that the BSEd- English, Math and Filipino course had developed them to be an effective educator; are agreeable that the course has great impact in nurturing the learners for a better learning experience; are contented in touching and changing their students' lives. In order to meet the varying demands in diverse workplace, they feel the essence of having more focused on related communication skills subjects and relevant trainings to be included in the curriculum.

Recommendations

The following key recommendations and proposed action areas of intervention and improvement for the BSEd- English, Math and Filipino curricular program for students before their off-campus teaching internship to increase opportunities for employment of graduates.

1. The faculty members in the College of Teacher Education should maintain its good and quality teaching which made the graduates fully equipped with appropriate qualities of an effective teacher.
2. Despite the fact that there is an already high percentage of employed graduates, the department should still make a linkage with different government organizations, such as pre-graduation job fairs. This may improve the employability of the graduates.
3. The future researchers may replicate this study for further verification of findings.

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APPENDIX A
 Graduate Tracer Study
 Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
 Zamora, Bilar, Bohol

Dear Graduate:

Good day! Please complete this GTS questionnaire as accurately & frankly as possible by checking (√) the box corresponding to your response. Your answer will be used for research purposes in order to assess graduate employability and eventually improve course offerings of your Alma Mater & other universities/colleges in the Philippines. Your answers to this survey will be treated confidentially.

GRADUATE TRACER STUDY (GTS)

1. GENERAL INFORMATION

Name (optional) : _____

Permanent Address: _____

Gender : Male Female

Civil Status :

Single

Married

Separated/Divorced

Married but not living with Spouse

Single Parent born a child but not married

Widow or Widower

2. EMPLOYMENT STATUS

- Employed
- Underemployed
- Self-employed
- Unemployed

(QUESTIONS FOR EMPLOYED AND UNDEREMPLOYED ONLY)

3. EMPLOYABILITY STATUS (If your answer for #2 is *EMPLOYED OR UNDEREMPLOYED*, kindly answer these items.

For those who are *EMPLOYED* (one's work is aligned based on chosen field of study) and *UNDEREMPLOYED* (one's work is not aligned based on chosen field of study).

3.1 Length of the time in getting the present job:

Please specify _____

3.2 Sector of employment at present

- Government Private

3.3 Employment Status at Present

- Permanent Contractual

3.4 Monthly Income:

(QUESTIONS FOR SELF-EMPLOYED ONLY)

3.2 For those who are *SELF-EMPLOYED* (earns their living from any independent pursuit of economic activity)

3.2.1 Monthly Income:

(QUESTIONS FOR UNEMPLOYED ONLY)

4. Please state reason(s) why you are not employed. You may check (✓) more than one answer.

- COVID-19 Pandemic
- Advance or further study
- Family concern and decided not to find a job
- Health related reason(s)
- Lack of work experience
- No job opportunity
- Did not look for a job
- Advance or further study
- Other reason(s), please specify _____

5. Reason(s) for taking the BSED-English, Math and Filipino course or pursuing the degree. You may check (✓) more than one answer.

- High grades in the course or subject area(s) related to the course.
- Good grades in high school
- Influence of parents or relatives
- Peer influence
- Inspired by a role model
- Strong passion for the profession
- Prospect for immediate employment
- Status or prestige of the profession
- Availability of course offering in chosen institution
- Prospect of career advancement

- () Affordable for the family
- () Prospect of attractive compensation
- () Opportunity for employment abroad
- () No particular choice or no better idea
- () Other reason(s), please specify _____

6. **What were your reasons for accepting the job? You may check (✓) more than one answer?**

- () Salaries and benefits
- () Career challenge
- () Related to special skills
- () Proximity to residence
- () Other reason(s), please specify _____

7. **What are the reason(s) for staying on the job? You may check (✓) more than one answer?**

- () Salaries and Benefits
- () Career challenge
- () Related to special skills
- () Proximity to residence
- () Other reason(s), please specify _____

8. How did you find your present job?

- Response to an advertisement
- As walk-in applicant
- Recommended by someone
- Information from friends
- Arranged by school's job placement officer
- Family business
- Job fair or Public Employment services Office (PESO)
- Other reason(s), please specify _____

9. Was the BSED-English, Math and Filipino curriculum you had in college relevant and useful to your job?

- Yes No

10. If YES, what competencies learned in college did you find very useful in your job? You may check (√) more than one answer.

- Communication skills
- Human Relation skills
- Entrepreneurial skills
- Problem-solving skills
- Critical Thinking skills
- Other reason(s), please specify _____



APPENDIX B
 Letter of Request to the Dean
BOHOL ISLAND STATE UNIVERSITY
 Zamora, Bilar, Bohol

MA. QUIMAR Q. GAHIT, EdD
 Dean, College of Teacher Education
 Bohol Island State University- Bilar
 Zamora, Bilar, Bohol

November 18, 2021

Madam:

The undersigned BTLEd-HE IV students of BISU, Bilar Campus, Zamora, Bilar, Bohol respectfully request permission from your good office to conduct the research entitled, **“EMPLOYABILITY STATUS OF THE 2016-2018 BACHELOR IN SECONDARY EDUCATION (BSEd) MAJOR IN ENGLISH, MATH AND FILIPINO GRADUATES”**. This is in partial fulfillment of the requirements for graduation for the degree of Bachelor of Technology and Livelihood Education (BTLEd) major in Home Economics Academic Year 2021-2022.

Rest assured that Inter-Agency Task Force (IATF) COVID-19 health protocols will be followed and the data gathered will be dealt with utmost care and confidentiality.

We are looking forward for your positive response regarding this request.

Thank you and God bless.

Respectfully yours;

WILLYME M. AUXTERO
ROSELYN B. LINGATONG
JESLIE B. SEBIO
 Student Researchers

Noted:

MAE P. BAS, Ed.D. Ph.D.
 Thesis Adviser

Recommending Approval:

ADORACION P. QUITORAS, Ed.D.
 Chairperson, Department of General Education

Approved:

MA. QUIMAR Q. GAHIT, Ed.D.
 Dean, College of Teacher Education



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
 Zamora, Bilar, Bohol

Vision: A premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country

Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for the sustainable development of Bohol and the country

COLLEGE OF TEACHER EDUCATION

November 18, 2021

MARIETTA C. MACALOLOT, PhD

Campus Director
 Bohol Island State University
 Zamora, Bilar, Bohol

Madam:

Greetings!

We, the undersigned BTLEd-HE fourth year students are currently doing our Thesis Writing with the title, **"EMPLOYABILITY STATUS OF THE 2016-2018 BACHELOR IN SECONDARY EDUCATION (BSEd) MAJOR IN ENGLISH, MATH AND FILIPINO GRADUATES"**. In this connection, we would like to request your good Office to provide us an official list of the BSED-English, Math and Filipino students who graduated from 2016, 2017 and 2018.

In addendum, we believe that the output of this undertaking will be both beneficial for BISU-Bilar particularly the CTE department in their quest for excellence, accreditation, assessment and evaluation, and at the same time, our compliance of the partial fulfilment of the requirement of our course.

Thus, we humbly request your utmost consideration and favorable response regarding this matter.

Rest assured that the data will be dealt with utmost care and confidentiality.

Thank you and may you continue to be a blessing to this institution.

Respectfully yours;

WILLYME M. AUXTERO

ROSELYN B. LINGATONG

JESLIE B. SEBIO

Student Researchers

Noted:

MAE P. BAS, Ed.D. Ph.D.
Thesis Adviser

ADORACION P. QUITORAS, EdD.
DGED Chairperson

Recommending Approval:

Approved:

MA. QUIMAR Q. GAHIT, Ed.D.
Dean, CTE

MARIETTA C. MACALOLOLOT, Ph.D.
Campus Director