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Motivation Toward Teaching and Employment Profile of the Bachelor of Secondary Education Graduates of Benguet State University

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Abstract

This study determined the graduates' reasons for pursuing secondary education, employment profiles, and job-search strategies and challenges. Data were collected from 602 Bachelor of Secondary Education graduates in the AY 2013-2017 at Benguet State University. The College of Teacher Education Graduate Tracer Questionnaire (CGTQ) was used to gather data. Findings showed that about half of the respondents personally chose the degree, indicating their intrinsic motivation towards secondary school teaching. This trend was consistent across most specializations. Moreover, about 90% of the graduates traced are gainfully employed, mostly as classroom teachers (65%). Very few are unemployed (3%) and self-employed (6%). About 70% of the graduates hold non-permanent status and are employed in the private sector (about 60%). Most of the graduates are employed a year after graduation, and their mode salaries range from Php5,000.00 to Php15,000.00. Only status of employment was influenced by their level of motivation towards teaching. Many of the graduates were able to find a job through their friends or relatives. Finally, the most important hindrances encountered by the graduates in their job search are the absence of or inadequacy of experience and the lack of jobs related to their degree or field of specialization.

KEYWORDS

Graduate tracer study
Bachelor of Secondary Education
Employment profile
Motivation towards teaching
Job-search challenges

Introduction

The main purpose of higher education institutions (HEIs) is to provide a pool of workers that will fill in various positions in the workplace. As such, graduates' employability is an important yardstick on the effectiveness of educational institutions (Gines, 2014; Parcasio et al., 2015). This measure of effectiveness is determined using procedures called graduate tracer studies or graduate tracer surveys.

A tracer study is "an assessment tool where the impact on target groups is traced back to specific elements of a project or program so that effective and ineffective project components may be defined" (ILO Thesaurus, cited in Gines, 2014). These graduate surveys are important as they provide a relationship between education and work (Schomburg, 2003), the character of work

and related competencies, and information on the graduates' professional orientation and experiences (Millington, 2001). Meanwhile, Kyaw (1992) reported on the following uses of tracer studies: (a) To collect information on how well the graduates are doing in the labor market; (b) To get feedback from the graduates to modify and upgrade the education institutions; (c) To meet the needs of the employers; (d) To make tracer studies as part of labor market information system; and (e) To make use of the labor market information to assist policy planners (p. 1).

The information collected from tracer studies can be used by the HEIs for curriculum improvement and reforms (Badiru & Wahome, 2016; Sito et al., 2008). They also provide important data needed for "career service and counseling insights to new enrollees" (INCHER-Kassel, Germany, cited in Gines, 2014). Finally, graduate tracer studies provide essential information that will help educational institutions assess the attainment of their vision, mission, and goals (Banawan & Freires, 2013). These reasons prompted the Philippine Commission on Higher Education (CHED), and accreditation bodies such as the Accrediting Agency of Chartered Colleges and Universities, Inc. (AACCUPI) to require all HEIs to conduct tracer studies (Gines, 2014).

Towards the aims mentioned above, many HEIs conduct tracer studies on their graduates. Many of these tracer studies are geared towards the graduates of teacher education. The authors were able to find several graduate tracer studies from various programs in HEIs, including State Universities and Colleges (SUCs) in the country.

One of the tracer studies on teacher education graduates was conducted by Aquino et al. (2015). These authors traced their teacher education graduates in Batangas State University–Nasugbu Campus using 129 graduates from 2010 to 2014 as respondents. The group was able to ascertain that their graduates pursued education because it is challenging and rewarding. Their graduates were employed in public schools, are working on jobs related to their undergraduate degree, and waited for a moderate period to find a job.

Another graduate tracer study was conducted among the teacher education graduates of Cebu Technological University by Rojas and Rojas (2016). The purpose of the study, among others, was to determine the relationship between the graduates' present employment and the degree they obtained, and the employers who hired these graduates. Their findings revealed that the degree-occupation match is at 67%, and many of these graduates are permanent employees in public schools.

Almejas et al. (2017) conducted a graduate tracer study on the teacher education graduates of Eastern Samar State University. They did a descriptive survey of 650 graduates of SY 2007-2012. In terms of occupational profile, 55.32% of the respondents are teachers, 47.54% are employed in public schools, and 78.66% hold permanent positions.

Other similar studies on the employability of elementary and secondary education graduates were conducted by Abela et al. (2015) and Aclan et al. (2018). The case institutions in these studies are the Visayas State University and the Adventist University of the Philippines. The first study involved the Bachelor of Elementary Education (BEE) and Bachelor of Secondary Education (BSE) graduates from SY 2005 - 2012, while the second study involved graduates from SY 2012 – 2016. There was a high employment rate among the graduates in both degrees in both studies, and time-lapse for employment after graduation was very short.

The education graduates of Cavite State University–Naic Campus were traced to employability by Antiojo (2018) using complete enumeration. The study revealed that 86.1% of the BSE graduates and 83.3% of the BEE graduates were employed in teaching-related careers. In both programs, public schools employed more graduates than private schools.

Oboza (2017) surveyed the first batch of teacher education alumni of Pangasinan State University (PSU) – Alaminos City Campus barely a year after college. The study aimed to determine the employment characteristics, the applicability of trainings received from PSU in their current jobs, and their retrospective evaluation of their academic programs. Their data showed that their graduates were employed as contractual basic education teachers within Alaminos City. The graduate respondents believed that the skills they learned at PSU were very useful in their current work. The BSE graduates of the same university

were the subject in the tracer survey by Navida (2019). Using the CHED Graduate Tracer Study (GTS) Questionnaire as the primary data-gathering tool, the study disclosed that the majority (89.65%) of the graduates were employed, with 51.72% employed as contractual teachers in private schools. As to employment time, most of the graduates (53.6%) landed their first jobs 1-6 months after graduation.

One of the few published tracer studies in a non-SUC in the country is the study of the 2015-2019 education graduates of Columban College Incorporated (CCI) in Olongapo city (Dumlao et al., 2020). They used a descriptive-survey design and the GTS questionnaire. Their findings showed that the respondents had gained the necessary values, attitudes, skills, and competencies needed in the actual job, making them highly employable.

The Benguet State University is a government-funded institution of higher learning as per Republic Act 7722, also known as the Higher Education Development Act of 1994. Appropriations for all Philippine SUCs are granted annually through the General Appropriation Act (GAA) (Lotivio-Bedural et al., 2014). Meanwhile, the College of Teacher Education (CTE) is the institution's largest college in terms of student enrolment and the number of graduates produced annually (Sito et al., 2008). It offers three undergraduate degrees: Bachelor in Secondary Education (BSE), Bachelor in Elementary Education (BEE), and Bachelor in Library and Information Science (BLIS). Recently, the CTE was granted one of the regional Centers of Excellence in Teacher Education by CHED. This recognition is a manifestation that CTE is providing quality service, and the programs offered are responsive to the needs of its students and that of the bigger society. As such, all stakeholders in the college must perform their roles in maintaining or improving the services and making the curriculum more responsive to the changing times.

The BSU-CTE has been conducting graduate tracer studies, starting from the time BSE was offered in 1993 up to 2007 (Sito et al., 2008). Parcasio et al. (2015) conducted another set of graduate tracer studies for the BSE graduates of AY 2007 up to 2012. The first study concentrated on the graduates' employability by identifying their nature of employment or non-employment, the agency where they are employed, the nature of their jobs, the time of their employment, and the levels they are teaching. On the other hand, the second study determined the graduates' intention to stay on their job, their employment profile, and how they were informed of the job. The second study likewise gathered feedback from the employers on the alumni's performance as a teacher, and why these BSU-CTE graduates were selected among other applicants.

In the two previous BSU-CTE graduate tracer studies and the other tracer studies involving teacher education graduates from other teacher-training institutions, only the overall picture was shown. This procedure disregards potential disparities across time and specialization. This study is unique as it identified the reasons for pursuing BSE and the graduates' employment profiles per year and per specialization. This measure enables stakeholders and policymakers to study how employment patterns and trends compare with time. It also provides a better picture of how the college is doing its best to contribute to the employability of all graduates, regardless of specialization. It also contributes to graduate tracer literature by exploring the interrelationships among motivation toward teaching, specialization, and employment profile.

State Universities and Colleges (SUCs) in the country must conduct graduate tracer studies to provide the public and policymakers information on whether government investments in teacher preparation translate to the graduates' employability.

This study then was conceptualized to track the BSU-CTE graduates of BSE from AY 2013 to 2017. More specifically, it determined the graduates' reasons for choosing BSE as a degree and compared them according to the year of graduation and specialization. It also identified their employment profile in terms of nature, status, sector, and time of employment, including gross monthly incomes. The employment profiles were then compared according to specialization and reasons for choosing BSE. Finally, their job-search strategies and challenges were determined.

Methodology

Research Design

This study employed the descriptive research design, using the survey and causal-comparative methods to ascertain the respondents' reasons for pursuing BSE, employment profiles, monthly salaries, and job-search challenges.

Locale and Participants of the Study

This tracer study covered the BSE graduates of BSU La Trinidad Campus from 2013 to 2017. It was conducted prior to the 2018 teacher education curriculum, where there were nine specializations under the BSE program. These specializations were Biological Sciences (Bio. Sci.), English (Eng.), Filipino (Fil.), Mathematics (Math), Physical Education, Health, Music, and Arts (PEHMA), Physical Sciences (Phy.Sci.), Social Studies (SST), Technology and Home Economics (TLE), and Values Education (Val.Ed.).

There were 1,060 BSE graduates from 2013 to 2017. Out of this population, 604, or 56.98% responded to the survey (Table 1). Such a response rate falls within the acceptable range of response rate for tracer surveys identified by experts (Gines, 2014; Schomburg, 2003). The highest response rate came from the graduates of 2015 at 65.95% and 2017 at 65.11%. Fewer alumni from 2013 and 2014 responded, with 47.0% and 46.5% response rates, respectively.

Meanwhile, more females (71.36%) than males (28.64%) accomplished the tracer study questionnaire. However, by proportion, more male graduates (67.58%) than female alumni (53.48%) participated in this survey.

In terms of specialization, response rates were greatest among the Bio.Sci. (73.83%), Soc. Stud. (70.64%), and Phy. Sci. (67.37%). In contrast, relatively fewer graduates from Math (46.51%), TLE (48.76%), and PEHMA (49.12%) responded to the survey.

The majority (98.20%) of the respondents took the Licensure Examination for Teachers (LET). The LET non-taker respondents either have left the country immediately after graduation for overseas employment or have helped in a family business. Of the 594 respondents who took the LET, 580 (97.64%) passed. Interestingly, 100% passed among the alumni respondents from the Biological Sciences, English, Filipino, and Values Education. There was a relatively lower passing rate from the alumni respondents who specialized in TLE (91.38%), PE, Health, Music, and Arts (92.59%).

Table 1

Composition of the Respondents of the BSU BSE Graduate Tracer Study (2013-2017)

Specialization	Total Graduates (N)	Total Respondents (n)	%
Biological Sciences (Bio.Sci.)	107	79	73.83
English	212	114	53.77
Filipino	78	45	57.69
Mathematics (Math)	172	80	46.51
Physical Educ., Health, Music, and Arts (PEHMA)	114	56	49.12
Physical Science (Phy.Sci.)	95	64	67.37
Social Studies (Soc. Stud.)	109	77	70.64
Technology and Livelihood Educ. (TLE)	121	59	48.76
Values Education (Val. Ed.)	52	30	57.69
TOTAL	1060	604	56.98

Research Instrument

A four-part CTE graduate tracer questionnaire (CGTQ) in both online and print versions were prepared. The CGTQ was modified from the Graduate Tracer Survey (GTS) developed by the CHED. The GTS is an instrument that is freely-accessible for HEIs in the Philippines. It can be likewise be modified to suit the specific context of the research.

Compared to the CGTQ, the GTS is more general in scope, applicable for all undergraduate degrees and even graduate degrees. The CGTQ, meanwhile, was contextualized to suit the alumni in undergraduate teacher education.

The items in the CGTQ were prepared based on the research questions. The first part of the CGTQ solicited the BSE alumni's personal information and academic background, including their motivations for a secondary teacher education degree. The second part dealt with the graduates' employment profile – their nature, status, sector, and time of employment, including their gross monthly income and the challenges they encountered in finding a job.

The third part of the CGTQ allowed the BSE alumni to evaluate their pre-service training at CTE in terms of their development of the 21st century skills, their perceived level of applicability of the competencies acquired, and their level of satisfaction with the services and facilities provided by BSU and CTE. Finally, the last part comprises two open-ended questions that solicited the graduates' recommendations for curriculum improvement and the other areas they deemed as needing improvements. The data on the last two parts of the instrument were used in the upcoming follow-up to this study.

Data Gathering Procedures

After its development, the CGTQ was subjected to approval by the case college's academic council. Upon approval, the instrument was transformed into a Google form to facilitate data-gathering. Document format in both hard and soft copies were maintained. Using email, social media, and personal contacts, the researchers explained the purpose of the research and that their participation was free and was purely voluntary. Other alumni were also tracked through their friends and relatives who are studying in the case institution. The BSE alumni who are taking graduate studies in the case institution were also tracked through their professors.

The BSE graduates were given two weeks to accomplish the survey. To increase the response rate, the researchers made constant follow-ups. Data-gathering was done from January 2018 to December 2018.

The CGTQ were then retrieved and the data were organized based on the study objectives. The participants were identified by codes known only to the researchers. After the organization, the data were analyzed quantitatively to generate relevant results. All gathered data were then destroyed at the termination of the study.

Data Analysis

The BSE graduates' motivations towards teaching, gauged through their top reasons for enrolling in the program, were presented as percentages and ranks. Meanwhile, their nature, status, sector, and time of employment, types of jobs, including their gross monthly salaries and job search strategies, were presented as frequencies or percentages. Weighted mean and ranks were used to present the graduates' job-search challenges. Finally, chi-square was used to test significant differences in employment profiles affected by either motivation towards teaching, or specialization.

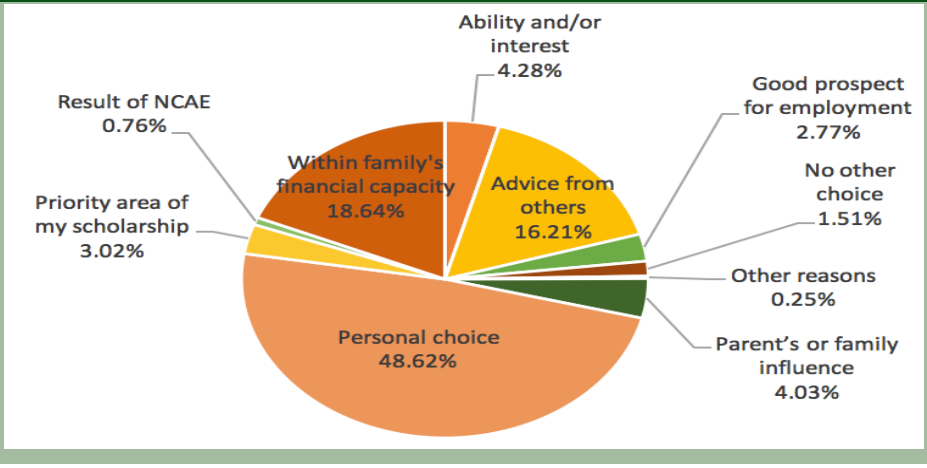
Results and Discussion

Respondents' Reasons for Choosing BSE as a Degree

"Personal choice" emerged as the top reason why the alumni respondents enrolled in a secondary teacher education degree (Figure 1). Almost half (48.62%) of the respondents chose this option among ten other potential reasons identified. This result means that many of those enrolling in secondary education are intrinsically motivated to become teachers at the secondary level. Such a result implies that almost half of the graduates have a deep passion for educating the youth.

Figure 1

Respondents' Reasons for Choosing BSE as a Degree (n=604)



The importance of intrinsic motivation as a reason for taking up a degree course cannot be overemphasized. People who are intrinsically motivated would most likely channel all their energies and resources toward their goals. They tend to be more focused on the achievement of their dreams. Therefore, the graduates who are intrinsically motivated towards a BSE degree would more likely seek employment later as secondary school teachers. They tend to be less persuaded away from the field of teaching. Such news is reassuring to the government because their investments in SUCs are put to good use.

The above result on "personal choice" topping the list of reasons towards a BSE degree contradicts the results of some related studies. For instance, in Dumlao et al. (2020), their education graduate participants ranked "strong passion (towards teaching)" as the third most compelling reason for taking the degree education. Instead, the respondents chose "inspired by a role model" and "influence of parents or relatives" as their most and second most important motivations, respectively. Similarly, education graduates in one state university in Batangas, Philippines, ranked "really prefer the position" third among the five identified reasons for taking the teacher education degree (Aquino et al., 2015). This intrinsic motivation to pursue teacher education was even ranked lower by the CTE graduates in the study of Oboza (2017). In Oboza's study, "strong passion for the profession" was only ranked fifth by the education graduates in one of the campuses in Pangasinan State University. Such a lower level of motivation towards teaching in these studies could undermine the graduates' resolve and drive to pursue a teaching career.

Following "personal choice" as a reason for choosing a BSE degree were "within family's financial capacity" (18.64%) and "advice from others" (16.21%). Completing the five top reasons are "ability or interest" (4.28%) and "parents or family's influence" (4.03%). These reasons seem to indicate that many of the respondents in this present study are both realistic and practical in their choice of a degree and are obedient to others, especially those they respect. Many of them are also cognizant of the importance of abilities and interest in a college program's choice. They also seem to agree with a growing number of educators who contend that teaching is not for everyone (Bowman, 2018; Hubbell, 2016; Kaur, 2015). Teaching requires, among others, special abilities and interest, with passion and love for children notwithstanding.

These findings appear to be different from the previous studies that surveyed teacher education graduates' motivations for choosing the degree. For instance, in the study of Abela et al. (2015), the consideration of "family's financial capacity" is one of the top reasons given by their teacher education respondents in Visayas State University. Moreover, in the study of Oboza (2017), education alumni respondents reported that "parental influence" is the top reason why they chose teaching as a career. Such results speak of the diversity of reasons entrants hold in pursuing a teaching career, with economic

considerations being one of these top reasons. This result is expected among SUCs whose mandate is to provide quality education to poor but deserving students.

The reasons for pursuing a BSE degree that least characterized the graduate respondents were the reasons that represent the lowest level of motivation. Their reasons are "no other choice", "result of NCAE", and other reasons such as "to complete a four-year course." These findings indicate that very few respondents consider BSE as a fallback career or have taken the degree as undergraduate preparation for a higher degree program or as a means to enter other professions. The low proportion of non-motivated entrants to the BSE program is a positive assurance that the government funds to support college education, especially in SUCs, are well-utilized.

When the reasons for pursuing a BSE degree were compared in the five-year scope, Table 2 shows that "personal choice" has consistently topped the list. Occupying either the second or third ranks are "within family's financial capacity" and "advice from others". Friedman rank test indicated no significant difference in the respondents' reasons across years at $p = .05$ ($X^2_{r\,4,10} = 0.74$, *p value = .946)*. This test result confirms that the order of preference for the identified reasons is consistent across the five-year period.

Specialization and Reasons for Choosing the BSE Program

The respondents' reasons for choosing secondary education were compared according to specialization. Except among the Phy.Sci. group, intrinsic motivations, i.e., "personal choice," emerged as the top reason why the respondents from all specializations pursued secondary education as a degree. This intrinsic motivation appeared to be especially profound among the English (61.43%), PEHMA (54.76%), and the Values Ed. (50.00%) cohorts. Also, compared to the other reasons identified, "personal choice" is relatively higher among the Bio.Sci. (49.21%), Math (46.67%), and T.L.E. (47.36%) alumni respondents. However, the high proportion of TLE respondents who are intrinsically motivated to enroll in teacher education is negated by the 7.22% of them who admitted that they took education as they had "no other choice". The

Table 2

Respondents' Reasons for Choosing BSE as a Degree (2013-2017)

Motivation	2013		2014		2015		2016		2017	
	%	R	%	R	%	R	%	R	%	R
Personal choice	56.41	1	48.39	1	50.89	1	41.58	1	46.67	1
Within family's financial capacity	10.26	3	24.19	2	17.86	2	18.81	3	17.78	2
Advice from others	20.51	2	11.29	3	13.39	3	21.78	2	13.33	3
Ability and/or interest	2.56	6	8.06	4.5	3.57	6	4.95	4.5	2.22	8.5
Parent's or family influence	2.56	6	8.06	4.5	5.36	4	4.95	4.5	6.67	4
Priority area of my scholarship	2.56	6	0.00	8	4.46	5	3.96	6	2.22	8.5
Good prospect for employment	5.13	4	0.00	8	2.68	7	2.97	7	3.33	6.5
No other choice	0.00	9	0.00	8	1.79	8	0.00	9.5	4.44	5
Result of NCAE	0.00	9	0.00	8	0.00	9.5	0.00	9.5	3.33	6.5
Other reasons	0.00	9	0.00	8	0.00	9.5	0.99	8.0	0.00	10

$X^2_{r\,4,10} = 0.74$ *p = .946, ns*

other cohorts with a handful of "no other choice" responses came from the PEHMA (2.35%), Phy.Sci. (1.35%), and Math (1.27%) respondents.

Only slightly above a quarter (27.78%) of the respondents from the Phy.Sci. Cohort were intrinsically motivated to pursue secondary education. The greatest number of this cohort went for "within family's financial capacity (37.01%). The slightly lower intrinsic motivation among the Phy.Sci. group is not well-understood. Perhaps, this cohort of graduates is more practical in considering their family's financial capacities, rather than insisting on their chosen degrees. It could also mean that the Phy.Sci, graduates, took the specialization for the love of this field. Incidentally, this seemingly lower motivation toward teaching by the Phy.Sci. graduates find support in the study of Reausia et al. (2020). In this study featuring science education graduates in a State University, "desire to be a teacher" came out after "affordability," "school location," and "inspired by a previous teacher".

Employment Profile of BSE Graduates

Nature of Employment and Types of Jobs of the BSE Graduates

About 90% of the graduates traced are gainfully employed, either in classrooms as teachers or in other agencies and firms (Table 3). Such finding is similar to Batangas State University education graduates (Aquino et al., 2015) and BSU education graduates from 1993- 2007 (Sito et al., 2008).

Overall, about 13 in 20 of the BSE graduates from 2013 to 2017 were properly employed as classroom teachers, teaching the specialization they prepared themselves for. Meanwhile, about a quarter of these cohorts are employed, but not in a job related to their undergraduate program. These underemployed graduates have found their niches in society as office workers, police, fire, jail officers, English teachers, and tutors. Very few (only 3.19%) are unemployed, while the rest (6.05%) chose to be self-employed. Most of those unemployed are new mothers who need to nurse their children or are housewives, while others are students pursuing higher degrees or law or are into military training. Finally, the self-employed are mostly engaged in business–online or otherwise or are helping in the family business. Others, notably the TLE majors, are entrepreneurs, applying what they learned in their specialization courses.

When compared according to year graduated, a relatively larger number of underemployed graduates characterize the 2014 graduates. Meanwhile, none of the 2015 graduates who answered the GTQ are unemployed.

The high employment rate among the BSE graduates indicates the holistic and market-driven nature of the BSE program. The graduates are trained to be flexible as they were able to find jobs other than teaching. Moreover, the findings imply that the BSE graduates are aggressive job seekers and are willing to accept jobs even with meager pays. More importantly, the high employment rate among the BSE graduates is a positive development especially in a state institution like BSU. BSU can assure the government of the wise and proper utilization of its investments in education.

Figure 2

Proportion (%) of Respondents Intrinsically Motivated to Pursue Secondary Education, 2013-2017

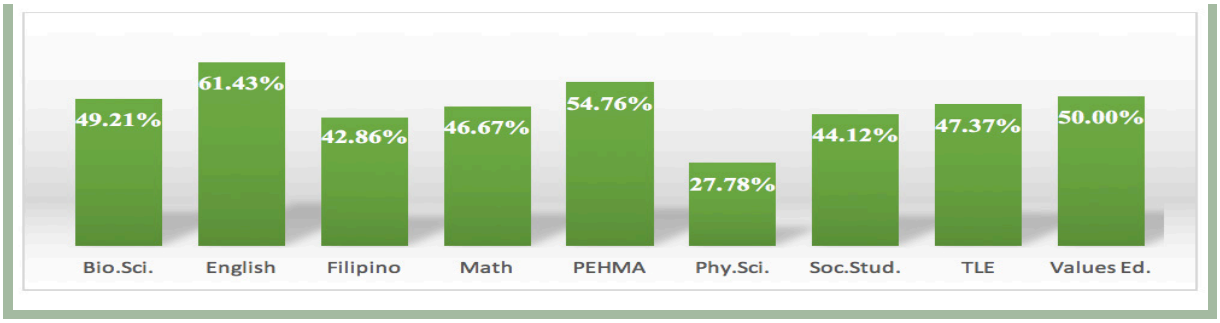


Table 3

Profile of the BSU-BSE Alumni Respondents According to Nature of Employment and Types of Jobs (n=604)

Employment Profile	F	%
Nature of Employment	390	65.11
Properly employed		
Underemployed	153	25.54
Self-employed	37	6.18
Unemployed	19	3.17
TOTAL	599	100
Types of jobs		
Classroom Teaching	390	65.11
Online Teaching	12	2.00
ESL Teaching (Non-English majors)	23	3.84
Police/Jail/Fire officer	26	4.34
Call Center	13	2.17
Office Workers	30	5.01
Manager	1	0.17
OFW - Non-teaching	8	1.34
Ministry	1	0.17
Tutor	20	3.34
Prim/Elem teacher	7	1.17
Sales clerk	4	0.67
Athlete/Referee	2	0.33
Farmer/Laborer	6	1.00
Business/Entrepreneur/ Self-employed	37	6.18
Unemployed/ Housewives/ Students	19	3.17

Status and Sector of Employment of the BSE Graduates

Overall, approximately seven out of ten traced graduates are non-permanent. They are employed as contractual, casual, or probationary employees (Table 4). Others are paid by their municipal or provincial school boards. Only 29.43% of the respondents hold a regular or permanent position. This trend could be explained by the fact that most of those who answered the graduate tracer survey are more recent graduates. As such, these fresher graduates are less likely to be given permanent status. This explanation is supported by the finding that the proportion of permanent employees has continually decreased from AY 2013 to 2017.

This result on the fewer number of permanently employed respondents contradicts Almejas et al. (2017) findings on their education graduates in Easter Samar State University and of Biscante et al. (2019) in one of the campuses of Eastern Visayas State University. In these studies, more graduates reported that they hold a permanent appointment. The result also deviates from that of Aquino et al. (2015), which showed that their traced education graduates at Batangas State University were mostly permanent employees. The composition of the respondents in the tracer surveys may explain these differences in results. While the related studies did not describe the respondent composition, it could be possible that their respondents are graduates of earlier years, hence more likely to have acquired permanent positions. In the previous tracer studies conducted among BSU-CTE graduates, the results as to the number of permanent and non-permanent employees were contradictory. In the first study, more respondents held permanent positions (Sito et al., 2008), while in the second survey, the non-permanent respondents dominated (Parcasio et al., 2015). This discrepancy can be because the first study involved a longer duration, with respondents who graduated as old as 13 years past the study period.

As to the sector of employment, the private sector (either public schools or other firms) remains an important absorber of the BSE graduates, employing more than 60% of the graduates. This figure is even higher (about 75%) among the fresher graduates. In all the five years covered in this study, the various private schools have employed the greatest number of graduates. This result is similar to Rojas and Rojas (2016) on the sector of employment of their teacher education graduates at Cebu Technological University. The duo reported that more respondents (60.34%) were employed in the private sector than in the government sector (39.66%). In contrast, more respondents (67.31%) in the study of Biscante et al. (2019) were employed in the government sector.

Table 4

Profile of BSU-BSE Alumni Respondents According to Status of Employment and Sector of Employment (%), 2013-2017

Variable	2013	2014	2015	2016	2017	Total
Status of employment						
Permanent	45.07	43.24	32.09	26.32	17.52	30.38
Non-permanent	54.93	56.76	67.91	73.68	82.48	69.62
Chi-square = 24.83	ns	ns	sig.	sig.	sig.	sig.
p = 0.000						
Sector of employment						
Government	39.72	46.67	32.88	35.54	17.56	32.60
Private	46.58	52.00	60.96	57.85	80.15	61.72
	ns	ns	sig.	sig.	sig.	sig.
Government schools	30.14	33.33	27.40	28.93	13.74	25.64
Private schools	36.99	34.67	39.04	43.80	56.49	43.41
	ns	ns	ns	ns	sig	sig
Other government agencies	9.59	13.33	5.48	6.61	3.82	6.96
Other private firms	9.59	17.33	21.92	14.05	23.66	18.32
	ns	ns	sig.	sig.	sig.	sig.
Foreign school/agency	13.70	1.33	6.16	6.61	2.29	5.68

The composition of the respondents to the tracer survey can again possibly explain such discrepancy.

The private schools and other private firms have remained important training grounds for teachers entering government schools. Other private firms, such as the Business Process Outsourcing (BPO) companies and tutorial centers, have also employed a significant number of BSU alumni. The most recent graduates in this institution find employment as English teachers, regardless of their specializations. Such findings indicate that BSU graduates are flexible in terms of work preferences.

Meanwhile, the government schools, specifically those operated by the Department of Education, and State and Local Colleges and Universities, employ only about a quarter of the BSE graduates. This result is despite the opening of various senior high schools in 2016. This finding for 2013-2017 on the low proportion of graduates absorbed in government schools is contradictory to the results of Almejas et al. (2017), Antiojo (2018), Aquino et al. (2015), and Rojas and Rojas (2016). In these studies, government schools employ more education graduates. Such differences can again be explained by the differential composition of the respondents in these studies. It can be inferred that in these cited studies, as in the case of the respondents in Antiojo (2018), the "older" batches of graduates could have dominated the survey respondents. In this present study, the graduates of the three most recent batches dominated the number of respondents. The newer graduates have fewer chances to be employed in government schools because of the stringent teaching experience requirement.

A few (5.68%) of the graduates traced are working for foreign employers. Most of these respondents have specializations in English (13.76%), Values Education (12.90%), and Biological Sciences (8.00%). The countries that employ BSE graduates are Thailand, Cambodia, China, Japan, and Indonesia. These foreign employment

points to the competitive advantage of the BSE graduates, specifically in speaking the English language. Even if these graduates are teaching in foreign countries, they are still considered good investments as they provide additional revenues to the country and perhaps help in the educational and other needs of their siblings.

Time of Employment after Graduation of the BSE Graduates

About 83% of the BSE graduates got employed within one year (Table 5). This result implies that the respondents are enthusiastic and aggressive in finding work after graduation. Also, the result may imply that there are jobs readily available for BSE graduates.

The greater number of BSE graduates getting employed from seven months to one year could be explained by their preparation and waiting for the licensure examination (LET) result. This result also implies that hiring schools generally hire applicants who are LET eligible.

In tracer study literature, the time-lapse for employment varied. For example, Aquino et al. (2015) reported that their education graduates waited for a moderate time to find a job. Meanwhile, the time-lapse for the employment of teacher education alumni in the study of Abela et al. (2015) and Aclan et al. (2018) were both described to be very short.

Meanwhile, it appears that the respondents from the fields of English, Filipino, Math, and Soc. Stud. are more aggressive and enthusiastic about finding employment, as most of them got employed within the first six months. It could also be possible that there were more job openings for these specializations. Most of the other graduates, meanwhile, were able to find employment within a year.

Monthly Gross Income of the BSE Graduates

About half of the graduates are receiving gross monthly salaries ranging from Php5,001.00 to Php15,000.00 (Table 6), while about 30% of them are receiving from Php15,001.00 to Php25,000.00. This finding is similar to Abela et al. (2015) on their teacher education respondents.

The salary range characteristic of about half of the respondents could be traced to their employment in the private sector, which generally do not pay much in this country. Meanwhile, the higher salary bracket is a characteristic of about 30% of the respondents employed in government schools. Those receiving the highest gross monthly income are working abroad or absorbed in the police force.

Table 5

Distribution of the BSU-BSE Alumni Graduates' According to Time of Employment after Graduation, 2013-2017

Time of employment after graduation	2013		2014		2015		2016		2017		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Within the 1st 6 months	19	54.29	23	35.94	48	42.11	38	35.19	38	44.19	166	40.79
7 months to 1 year	10	28.57	23	35.94	41	35.96	53	49.07	46	53.49	173	42.51
2 years	2	5.71	8	12.50	19	16.67	15	13.89	1	1.16	45	11.06
3 years	3	8.57	6	9.38	6	5.26	1	0.93	0	0.00	16	3.93
4 years	1	2.86	3	4.69	0	0.00	0	0.00	1	1.16	5	1.23
5 Years	0	0.00	1	1.56	0	0.00	1	0.93	0	0.00	2	0.49

Table 6

Distribution of BSU-BSE Alumni Respondents According to Gross Monthly Income, 2013-2017

Gross Monthly Salary	2013		2014		2015		2016		2017		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Below P5,000	0	0.00	4	6.78	3	2.94	9	9.47	3	3.70	19	5.15
P5001 - P10,000	5	15.63	8	13.56	22	21.57	21	22.11	32	39.51	88	23.85
P10,001 – P15,000	6	18.75	13	22.03	28	27.45	26	27.37	30	37.04	103	27.91
P15,001 – P20,000	12	37.50	13	22.03	12	11.76	16	16.84	9	11.11	62	16.80
P20,001 – P25,000	3	9.38	12	20.34	20	19.61	14	14.74	4	4.94	53	14.36
P25,001 – P30,000	1	3.13	3	5.08	3	2.94	4	4.21	0	0.00	11	2.98
P30,001 – P35,000	2	6.25	1	1.69	2	1.96	0	0.00	0	0.00	5	1.36
P35,001 and above	3	9.38	5	8.47	11	10.78	4	4.21	3	3.70	26	7.05

These typical salary brackets of newly employed BSE graduates are barely enough for graduates who are still single, which constitutes most of the graduates traced in this study. This result reflects the humility and passion of the BSE graduates, who, despite the low salary, are opting to stay in the profession they prepared themselves for.

Naturally, the earlier graduates receive higher gross salaries than the graduates of more recent years. These earlier graduates are more likely to be permanent and employed in government schools. It follows that the specializations with the greatest proportion of permanent and government-employed graduates, such as Filipino and PEHMA, receive a relatively higher gross monthly salary.

Specialization and Employment Profile

The study also compared the nature of employment of the respondents per specialization. Based on chi-square tests, there was a significant difference ($p = .001$) in the frequency of properly employed respondents per specialization. About a quarter of the graduates from the fields of Bio. Sci., English, Filipino, and Math are appropriately placed as classroom teachers, teaching their respective specializations (Table 7). In contrast, relatively fewer respondents from the fields of TLE, Phy.Sci., and Values Ed. are properly employed. In these latter fields, a somewhat greater number of graduates are underemployed, working mostly as ESL teachers or as tutors, or as police officers. Finally, many TLE graduates are self-employed, mostly as furniture and cabinet makers, dressmakers, or bakers. Such a result indicates that these graduates are still productive, applying the skills they acquired in their undergraduate training.

The chi-square test showed an insignificant difference among the specializations in terms of the respondents' underemployment profile. Most underemployed respondents came from the Phy.Sci. and the Values Ed. group. The result for the Phy.Sci. group can be explained by the fact that the Phy.Sci. cohort are least motivated to pursue teacher education. As such, many of these graduates have landed on jobs not related to classroom teaching. However, this is not the case among the Values Ed. group, where half of the

Table 7

Comparison of the BSU-BSE Alumni Respondents' Employment Profiles (in %) According to Specialization, 2013-2017

Specialization	n	Properly Employed	Under-employed	Unemployed	Permanent Employment	Government schools	Employed in the first 6 mo.
Bio.Sci.	80	75.00	21.25	1.25	20.27	16.00	5.06
English	113	73.45	23.01	0.88	19.15	13.76	5.20
Filipino	41	75.61	17.07	4.88	47.37	43.59	5.35
Math	81	74.68	18.99	3.80	38.03	27.78	5.08
PEHMA	56	60.00	29.09	1.82	43.64	40.43	5.18
Phy.Sci.	64	51.52	37.88	4.55	31.58	26.67	5.62
Soc. Stud.	78	62.03	26.58	3.80	34.29	30.43	5.30
TLE	59	44.83	29.31	6.90	15.22	29.55	4.86
Values Ed.	30	53.57	32.14	3.57	40.00	22.58	5.04
p-value		0.001*	0.188^{ns}	0.554^{ns}	0.001*	0.001*	0.342^{ns}

*Significant at $p = 0.05$, ^{ns} – not significant

respondents claim that they personally chose teaching as a degree.

As to the respondents' unemployment profile per specialization, the chi-square test revealed no significant difference. The TLE group appeared to top the frequency of unemployed respondents. It must be noted that the least number of properly employed respondents also came from this cohort. This trend could not be attributed to their motivations for choosing education as a degree, as almost half of these respondents are intrinsically motivated. Instead, the trend could be traced to other factors such as the current demand for TLE teachers, or stringent requirements, such as national certifications or more specific specializations. With the K to 12 program's full implementation, senior high schools opening Technical-Vocational-Livelihood (TVL) courses demand that TLE graduates be specialized. This condition is not met at BSU-CTE as the TLE program remains unspecialized. The college may consider enriching its new Bachelor of Technology and Livelihood Education (BTLED) program with more specialized fields.

When the respondents' employment status is compared according to specialization, a significant result has emerged ($p = .001$). A greater proportion of the respondents from the fields of Physical Education, Health, Music, and Arts (PEHMA), Filipino, and Values Education hold permanent positions. Among the respondents in these fields, about 40% are permanent, compared to about 15% to 30% in other specializations. Such findings imply that the demands for teachers in some fields are greater than others at certain periods of time. This difference could be explained by the law of supply and demand or the skills required of graduates. For instance, most of the Filipino and Values Ed. graduates of BSU are gainfully employed, as very few teacher education students are opting for these specializations. Besides, compared to science, math, and English, the government and other education stakeholders do not aggressively promote Filipino and Values Ed. in their campaigns. As for the PEHMA group, many school heads consider the coaching or dance and music skills that these graduates will impart to their future students.

When respondents from the nine specializations are compared according to government employment, the chi-square test showed a significant difference ($p = .001$). Interestingly, a relatively higher proportion (about 40%) of

the respondents from the fields of Filipino and PEHMA are employed in government schools. Such a trend seems to be explained by economic laws (Filipino) and the utility principle (PEHMA) described in the preceding section. Meanwhile, relatively fewer respondents (13% to 16%) from English and Bio. Sci. cohorts are employed in government schools. Many English graduates are either working as contractual employees in BPO companies or are teaching English in some foreign lands.

On the association between permanent employment and government school employment, Spearman rho correlation showed a moderate but insignificant relationship ($rs = 0.60$; $p = 0.088$). Although more Filipino and PEHMA majors are permanently teaching in government schools, this is not the trend in other specializations. The least number of permanent employees came from TLE respondents.

There was no significant difference among the nine specializations ($p = .342$) in relation to the duration of finding employment. Surprisingly, the respondents who were employed the earliest came from the Phy.Sci. group, while the TLE graduates were employed the latest. The late employment of the TLE graduates could be because most of them underwent additional trainings for them to receive national certification or be skilled in more specialized fields.

Influence of Motivations toward BSE and Employment Profile of the Respondents

Table 8 shows that in the field of teaching, there is a significantly higher proportion of respondents who personally chose to take secondary education than those who have other reasons or those who claimed they have "no other choice". Chi-square test indicates a significant difference at $p = .05$. This result speaks about the role of intrinsic motivation on one landing on a career choice, supporting the established body of research on the role of motivation on career choices (Skatova & Fergusson, 2014).

Most of the respondents who have other reasons (besides personal choice or no other choice) are either underemployed or are self-employed. Meanwhile, the respondents with the least motivation towards teaching are mostly self-employed.

As to the influence of motivation and employment status, there is no significant difference in the proportion of permanent and non-permanent employees from the respondents who personally chose teaching and those with other motivations. Meanwhile, none of those with the least motivation are permanent in their positions. Such a trend is similar in terms of the sector of employment. The number of intrinsically motivated respondents in government schools does not significantly differ from respondents with more extrinsic motivations. Finally, those with no motivation towards teaching are all employed outside government schools.

In terms of employment time, there was no significant difference among the three groups. In other words, the time of employment does not depend on the level of motivation towards teaching. This result is in place because job searching is not necessarily dictated by one's level of motivation towards a career but by the desire to become financially independent as early as one can.

Job Search Strategies of the Participants

Table 9 shows that the BSE graduates' top three sources of information for job vacancies are friends and relatives, posted ads, and recommendations. These are the same job-search strategies used by graduates of Visayas State University in the study reported by Abela et al. (2015). Meanwhile, very few of the graduates relied on jobs fairs, job-street.com, social media, and other sources. This result is despite the popularity of such means of job search and application methods. This result shows that the graduates still rely on the more traditional but time-tested and reliable job search and application methods.

Challenges Encountered by the Participants in Finding a Job

The graduates regard the absence of experience as the most important hindrance in finding a job (Table 10). This absence of experience is followed by the inadequacy of job openings related to their degree and the inadequacy of their experience. The absence of experience is the most important hindrance mentioned across all specializations, and across the five cohorts of graduates, except the graduates of 2013. These main hindrances in

Table 8

Influence of Motivations on the Employment Profile of the Respondents

a. Motivation toward BSE and nature of employment		
Motivation	Teaching	Non-teaching
Personal choice	83.77%	16.23%
Other reasons	42.09%	57.91%
No other choice	33.33%	66.67%
$X^2r = 59.4942$		$p = 0.00001$
b. Motivation toward BSE and status of employment		
Motivation	Permanent	Non-permanent
Personal choice	29.44%	70.56%
Other reasons	29.17%	70.83%
No other choice	0.00%	100.00%
c. Motivation toward BSE and sector employment		
Motivation	Government school	Non-government school
Personal choice	30.37%	69.63%
Other reasons	28.78%	71.22%
No other choice	0.00%	100.00
d. Motivation toward BSE and employment within 6 months		
Motivation	Within the first 6 months	Longer
Personal choice	43.62%	56.38%
Other reasons	41.09%	58.91%
No other choice	33.33%	66.67%
$X^2r = .4503$		$p = .798$

Table 9

Job Search Strategies of BSE Graduates

Source of information about the job	2013		2014		2015		2016		2017		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Jobs fair	0	0.00	1	1.75	5	4.59	3	3.26	3	3.66	12	3.15
Posted ads	8	19.51	11	19.30	35	32.11	26	28.26	17	20.73	97	25.46
Social media	4	9.76	1	1.75	10	9.17	13	14.13	10	12.20	38	9.97
Job-street.com	1	2.44	0	0.00	1	0.92	1	1.09	0	0.00	3	0.79
Family business	1	2.44	3	5.26	1	0.92	4	4.35	3	3.66	12	3.15
Friends/Relatives	14	34.15	26	45.61	34	31.19	28	30.43	34	41.46	136	35.70
Recommendations	9	21.95	14	24.56	21	19.27	15	16.30	14	17.07	73	19.16
Others	4	9.76	1	1.75	2	1.83	2	2.17	1	1.22	10	2.62

Table 10

Challenges that Graduates Encountered in Finding a Job

Challenges	2013		2014		2015		2016		2017		Total	
	M	R	M	R	M	R	M	R	M	R	M	R
No experience (being a fresh graduate)	1.66	2	2.15	1	2.08	1	2.31	1	2.58	1	2.22	1
Few job openings related to my degree	2	1	1.46	2	1.38	3	1.33	3	1.33	2	1.43	2
Inadequate experience/Experience does not meet my job requirement	1.21	3	1.23	3	1.48	2	1.33	3	1.26	3	1.33	3
Cannot meet required documents	0.53	4	0.39	4	0.53	4	0.29	6	0.44	4	0.43	4
Passing the interview	0.21	6	0.25	6	0.2	5	0.33	4	0.30	5	0.26	5
Poor social skills (Being shy or anxious, cannot communicate well)	0.08	8	0.25	6	0.16	6	0.30	5	0.14	6	0.2	6
Others (No permanent positions offered, etc.)	0.26	5	0	8	0.03	8	0.08	7	0.04	7	0.06	7
Passing personality/psychological tests	0.11	7	0.02	7	0.05	7	0.06	8	0.02	8	0.05	8

finding a job are beyond the respondents' control (absence or inadequacy of experience, or job openings related to the degree obtained).

The findings imply that many of the employers put a lot of premium on applicants' experience, and the BSE graduates are cognizant of this requirement. This condition means that as the graduates are given the opportunity to be employed, they must strive to gain the most experience they can have. They could use these experiences as they apply in better-paying institutions. Meanwhile, the less important hindrances to their job search are the graduates' inability to possess some required skills or documents, such as NC certifications among the TLE majors. Other reasons are the absence of permanent positions and personal matters, such as poor social skills.

This study has documented the BSE graduates' motivation toward secondary school teaching. It has shown that almost half of the respondents who graduated from 2013 to 2017 have personally chosen the degree. They pursued the degree of their own free will. This high level of intrinsic motivation toward teaching is consistent across the five-year–period. There is likewise high intrinsic motivation toward secondary teaching in all specializations, except Phy.Sci. The study also established that most of the respondents (65.11%) are properly employed as classroom teachers, while about a quarter are underemployed. About a third of the respondents have yet to attain a permanent position, and almost the same proportion of graduates are in government service. Only about a quarter of the graduates surveyed are in public schools. About 80% of the respondents were employed within a year after graduation, and about half of them are receiving salaries ranging from Php5,000 to Php15,000.

As to employment profile per specialization, this study found that more respondents from PEHMA and Filipino are enjoying permanent positions and even higher salaries in government schools. In terms of overall employment, however, more respondents from Bio.Sci., English, Filipino, and Math are appropriately employed. As to the relationship between motivation and employment profile, only the nature of employment is influenced by the motivation level. The status and sector of employment,

including time of employment, are not dependent on the respondents' level or type of motivation.

Finally, the respondents' most common job search challenges are lack of experience and lack of job openings. Meanwhile, more respondents were able to know about job openings from their friends or relatives.

Conclusions

This study revealed that, in general, the BSE graduates were intrinsically motivated to pursue secondary education as a degree. They are genuinely interested in teaching in high school. This intrinsic motivation is consistent in all the five years sampled and across most specializations. The majority of the graduates traced are working in the field of specialization they prepared themselves for, albeit most are employed in the private sector. Other graduates are flexible enough to be employed in other agencies and firms locally or abroad, or opt to be self-employed. The graduates are likewise aggressive in their search for a job, mostly finding a job a year after graduating from college. The respondents' specialization influenced their nature, sector, and employment status, but not their time of employment.

Moreover, motivations toward teaching influenced the nature of employment, but not the other employment variables. The greatest hindrance the graduates have experienced in finding a job are those beyond their control, i.e., the lack and inadequacy of experience, and the limited job offerings related to their degree or specialization. Finally, most graduates rely on their friends or relatives for information about job vacancies.

Recommendations

Based on the findings, the following are hereby recommended: (1) The college may consider crafting a more aggressive market-driven and career-oriented curriculum to lower the unemployment rate, (2) The BSU placement office may also strengthen its partnership with public and private schools for the potential employment of its teacher education graduates, (3) BSE students may also be encouraged to participate in co-curricular and extra-curricular activities that enhance their talents and skills, as these talents and skills are required in their job applications, and (4) a stricter academic advising procedure may be employed in the teacher education students' choice of specialization.

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