Tracer Study Exploration for Bachelor of Elementary Education: Basis for Curriculum Enhancement

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Abstract

A tracer study, also known as a graduate survey or alumni tracking study, is a research method employed to follow up with graduates of educational institutions to gather information about their career progression, employment status, and the relevance of their educational background to their current professional roles. In line with this, the researcher aims to know the whereabouts and current employment status of BEED graduates. This study utilized a descriptive method of research. The researcher used a purposive sampling technique to get the respondents which consist of seventy-two (72) BEED graduates of Laguna State Polytechnic University Santa Cruz Campus from the Academic Year 2019, 2020, 2022, and 2023. The researcher used CHED Graduate Tracer Study (GTS) tool to assess the employment outcomes of BEED graduates. The inclusion of multiple academic years and the use of established statistical tools such as Frequency, Percentage, and Pearson Correlation strengthen the reliability of the findings. In view of salient findings in this study, it is concluded that there is a significant relationship between the Status of the general information of BEED Graduates and the Status of Employment Data. It is thus recommended for the alumni office to establish a systematic tracking and monitoring system to collect accurate and up-to-date data on graduates' general information and employment outcomes. Moreover, the alumni office should strengthen its collaboration with employers to bridge the gap between graduate skills and labor market demands, ensuring that graduates are better prepared for the workforce. Meanwhile, for the institution, it is vital to assess and revise the curriculum regularly to ensure that it aligns with industry standards and the evolving needs of employers. Strengthening the career support services, such as job placement programs, career counseling, and industry partnerships, can also play a crucial role in improving graduates' employment outcomes. Furthermore, the institution should gather feedback from alumni and employers to identify areas for improvement in the educational programs, which may help address the gaps revealed in the findings. While for the future researchers, it is recommended to expand the scope of investigation by including additional factors to gain a more comprehensive understanding of the relationship between graduates' general information and employment outcomes.

Keywords: Tracer Study, Bachelor of Elementary Education, Curriculum Enhancement, BEEd Graduates

Introduction

Graduate education is important in developing research capabilities that improve educational theory and practice, uplifting socioeconomic conditions to become valuable members of society, and ensuring high employability of graduates for the world of work (Bueno, 2017; Daguplo et.al., 2019). In line with this, according to the study conducted by Dela Cruz (2022), examined the employability and career success of graduates. The study found a very high employability rate among graduates, with significant application of the skills and competencies gained during their studies to their professional growth. It also emphasizes the value of tracer studies in providing feedback for curriculum improvement and ensuring the relevance of educational programs to industry standards.

Meanwhile, according to the book of Altbach and de Wit (2019), discussed the critical role of

graduate education in preparing students for the global labor market and how tracer studies can be used to track the career trajectories of graduates. These studies provide valuable data on employment outcomes, skills utilization, and the impact of graduate education on career success. In addition, according to the book of Selingo (2020), emphasized the evolving landscape of education and the increasing importance of postgraduate studies in today's competitive job market. He discussed how graduate education can equip individuals with specialized skills and knowledge that are highly sought after by employers, leading to enhanced career prospects and opportunities for professional growth. Moreover, this can be also one mechanism for teachers to develop teacher competence is the integration of theoretical knowledge with practical experience. Pantic and Florian (2020) argued that quality teachers continuously engage in professional development activities that bridge the gap between theory and practice. It highlights the importance of reflective practice, collaborative learning, and ongoing training as essential components of effective professional development. As a result, in the study conducted by the Council of Graduate Schools (2020), graduate education plays a crucial role in driving innovation, enhancing the nation's competitiveness in the global economy, and preparing a highly skilled workforce. Hence, tracer studies are crucial for understanding how graduates navigate the labor market, the relevance of their education, and the impact of higher education institutions on their professional and personal development (Smith, 2023).

According to Dela Cruz (2020), Graduate tracer studies are essential sources of information about graduates of academic programs at Higher Education Institutions (HEIs). Tracer studies are systematic investigations that follow up on graduates of educational programs to gather data on their career paths, employment status, and the relevance of their education to their professional and personal development (Johnson, 2024). Tracer studies provide critical insights into the outcomes of graduates and help educational institutions improve their programs (Doe, 2023). The crucial role of tracer studies in assessing how well higher education institutions equip graduates for the international labor market and facilitate their career growth (Williams, 2024).

In the Philippines, graduate education is seen as a critical driver for national development, contributing significantly to the country's socioeconomic growth and global competitiveness. The Commission on Higher Education (CHED) in the Philippines recognizes the significant role that graduate programs play in enhancing the quality of education in the country. Graduate education is crucial for producing highly skilled professionals, researchers, and educators who can contribute to various sectors, including education. According to a study by the Commission on Higher Education (CHED, 2024) in the Philippines, graduate programs significantly contribute to improving the quality of education in the country.

The Laguna State Polytechnic University is renowned for offering degree programs in the province of Laguna. The Bachelor of Elementary Education (BEED) program plays a pivotal role in evaluating the effectiveness of teacher education curricula and preparing graduates for the diverse demands of the teaching profession. At present, it aims to develop highly motivated and competent teachers specializing in the content and pedagogy for elementary education. To determine the quality and relevance of a bachelor's program, there is a need to find out what happened to its graduates, how their education and or training at the university made a difference in their lives and in their ability to respond to the demands of their profession, family, and community. In line with this, the researcher aims to know the graduates' whereabouts and current employment status.

Methodology

This study utilized a descriptive method of research. The researcher used a purposive sampling technique to get the respondents which consist of seventy-two (72) BEEd graduates of Laguna State Polytechnic University Santa Cruz Campus from the Academic Year 2019, 2020, 2022, and 2023. The list of graduates was taken from the University Registrar's Office and Alumni Affairs Office.

The researcher used CHED Graduate Tracer Study (GTS) tool to assess the employment outcomes of BEED graduates.

The data are gathered with the used of google form and it was treated using the Frequency and Percentage. While Pearson Correlation was utilized to determine if there is a significant relationship between the Status of the general information of BEED graduates and the Status of Employment Data.

Results and Discussion

General Information in terms of Location of Residence

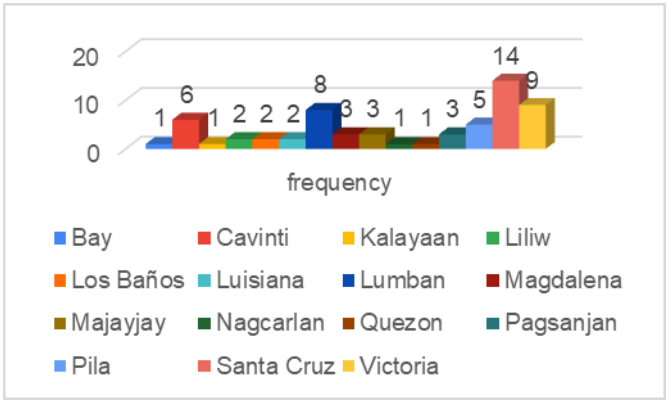

Figure 1. Status of the general information, of BEED Graduate with respect to Location of Residence

Out of 72 respondents, the location "*Santa Cruz, Laguna*" received the highest frequency of fourteen (14) or 19.44% of the total sample population. Followed by the location "*Victoria, Laguna*" with frequency of nine (9) or 12.50% of the total sample population. While the location "*Bay, Kalayaan, Nagcarlan, Laguna and Pagbilao Quezon*" received the lowest frequency of one (1) or 1.39% of the total sample population.

This means that the status of the general information, of BEED Graduate with respect to Location of Residence were majority nearby and residence of *Santa Cruz, Laguna* during the time of the study.The status of the general information, of BEED Graduate with respect to Location of Residence were majority nearby and residence of *Santa Cruz, Laguna* this implies that out of 72 respondents, most of them, 14 graduates or 19.44%, lived in Santa Cruz, Laguna. This means that some of the graduates were from Santa Cruz. The data indicates the importance of considering where graduates are located when studying BEED Graduates.

A study conducted by Go and Dela Cruz (2023) examined the employability of 184 Bachelor of Elementary Education (BEEd) graduates and undergraduates from a state university in Eastern Visayas, Philippines, covering the school years 2019 to 2022. The findings revealed that most of these graduates and undergraduates were employable, with many securing teaching positions in both local and international settings. Although the study did not specifically explore the impact of graduates' locations of residence on their employability, it highlighted the vital role of teacher education institutions in enhancing their graduates' competitiveness in the teaching profession.

General Information in terms of Age

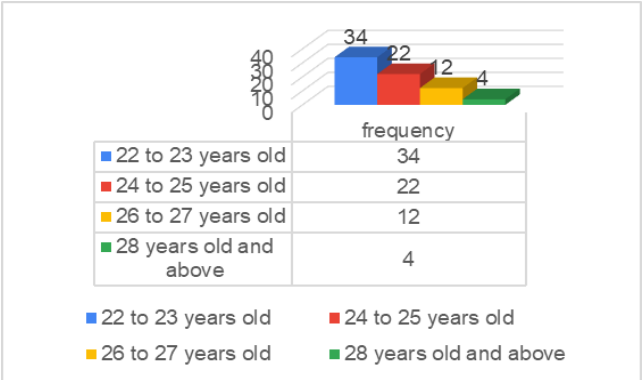

Figure 2. Status of the general information, of BEED Graduate with respect to Age

Out of 72 respondents, the Ages "*22 to 23 years old*" received the highest frequency of thirty-four (34) or 47.22% of the total sample population. Followed by the Ages "*24 to 25 years old*" with frequency of twenty-two (22) or 30.56% of the total sample population. While the Ages "*28 years old and above*" received the lowest frequency of four (4) or 5.56% of the total sample population.

The status of the general information, of BEED Graduate with respect to Age was majority early twenties. This implies that at this age, the respondents have already gained a considerable amount of experience, as well as the youthful energy that would enable them to be effective, skillful, and efficient in their teaching tasks.

A study by Sugiyo Pranoto and colleagues (2021) examined the relationship between kindergarten teachers' age, teaching experience, and teaching performance. The findings indicated no significant correlation between teachers' age or years of experience and their teaching performance. This suggests that factors beyond age and experience, such as professional development and support, play a crucial role in enhancing teaching effectiveness.

General Information in terms of Civil Status

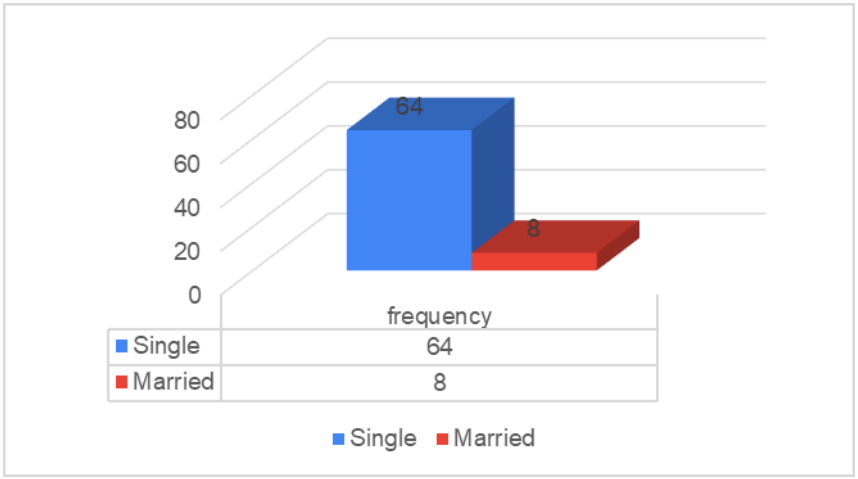

Figure 3. Status of the general information, of BEED Graduate with respect to Civil Status.

Out of 72 respondents, the status "*Single*" received the highest frequency of sixty-four (64) or 88.89% of the total sample population. While the status "*Married*" received the lowest frequency of eight (8) or 11.11% of the total sample population.

The status of the general information, of BEED Graduate with respect to Civil Status were majority Single during the time of the study we may infer that they mainly split their time into two areas: family and work-related tasks.

Llenares (2015) examined the relationship between employees' civil status and their work values in the Philippines. The findings indicated that single or unmarried employees exhibited higher intellectual-achievement orientation compared to their married counterparts. This suggests that single individuals may have fewer familial responsibilities, allowing them to allocate more time and energy toward professional development and work-related tasks. These insights align with the findings that most BEED graduates were single at the time of the study, potentially enabling them to focus more on their careers and effectively manage work-related responsibilities.

General Information in terms of Sex

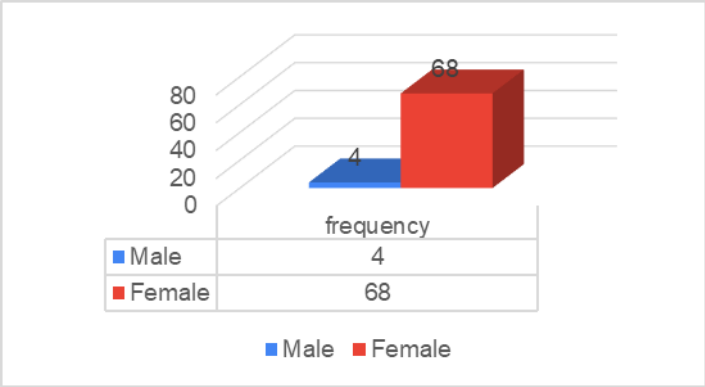

Figure 4. Status of the general information, of BEED Graduate with respect to Sex Figure 4 shows the status of the general information, of BEED Graduate with respect to Sex.

Out of 72 respondents, the sex "*Female*" received the highest frequency of sixty-eight (68) or 94.44% of the total sample population. While the sex "*Male*" received the lowest frequency of four (4) or 5.56% of the total sample population.

The status of the general information, of BEED Graduate with respect to Sex were majority Female during the time of the study may further mean that teaching is an attractive profession among the women than men.

In connection with the present study, Valencia (2017) examined gender mainstreaming efforts at the Philippine Normal University (PNU), a leading teacher education institution in the Philippines. The study found that, despite the predominance of female teachers in the education sector, challenges persist in achieving gender balance and equity within the profession. Valencia highlighted that while women constitute a significant majority in teaching roles, they are underrepresented in higher academic positions and leadership roles. This suggests that, although teaching is an attractive profession for women, systemic barriers may hinder their advancement to senior positions. These findings align with the findings that most BEED graduates are female, indicating the need for continued efforts to address gender disparities and promote equitable opportunities within the teaching profession.

General Information in terms of Educational Background

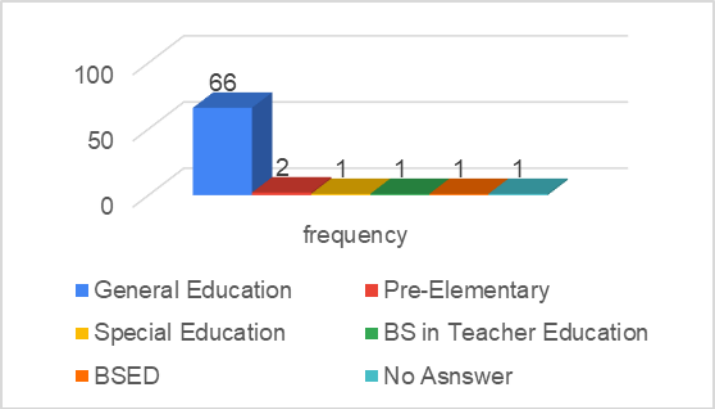

Figure 5. Status of the general information, of BEED Graduate with respect to Degree Earned

Figure 5. Status of the general information, of BEED Graduate with respect to Degree Earned.

Out of 72 respondents, the degree "*BEED General Education*" received the highest frequency of sixty-six (66) or 91.67% of the total sample population. Followed by the degree "*BEED Pre-Elementary Education*" with frequency of two (2) or 2.78% of the total sample population. While the degree "*Special Education and other Education*" received the lowest frequency of one (1) or 1.39% of the total sample population.

The status of the general information, of BEED Graduate with respect to Degree Earned were majority General Education Major during the time of the study the BEED graduates' frequency distribution across various degree programs is displayed in the chart. Pre-Elementary Education and other specialist education degrees are held by a lower percentage of BEED graduates, according to the data, although the most of graduates have obtained a General Education degree. The distribution of degree programs among BEED graduates is visually shown in the chart in an understandable manner.

A study by Aguelo (2024) examined the employability trends, challenges, and opportunities of Bachelor of Elementary Education (BEEd) graduates from the Central Bicol State University of Agriculture (CBSUA) for the academic years 2018 to 2022. The study found that a significant majority of the graduates specialized in General Education, reflecting a prevalent trend among BEEd programs in the Philippines. This concentration in General Education aligns with the findings that most BEEd graduates have obtained a General Education degree, while fewer graduates pursue specializations such as Pre-Elementary Education or Special Education.

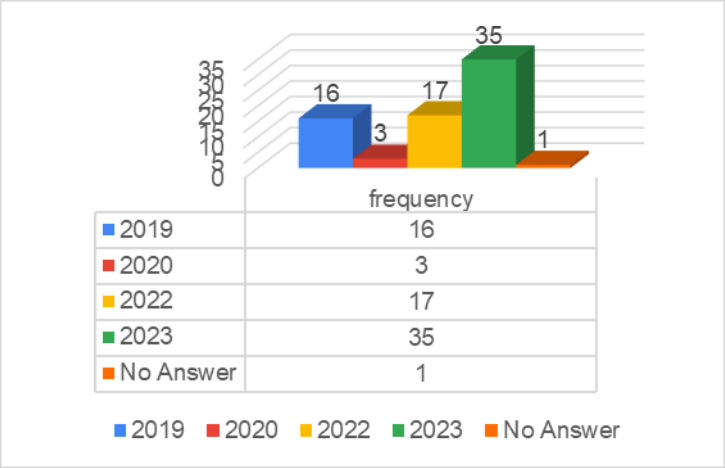

Figure 6. Status of the general information, of BEED Graduate with respect to year Graduated

Figure 6 shows the status of the general information, of BEED Graduate with respect to year Graduated.

Out of 72 respondents, the year "*2023*" received the highest frequency of thirty-five (35) or 48.61% of the total sample population. Followed by the year "*2022*" with frequency of seventeen (17) or 23.61% of the total sample population. While the year "*No Answer*" received the lowest frequency of one (1) or 1.39% of the total sample population.

The status of the general information, of BEED Graduate with respect to year Graduated were majority newly graduate during the time of the study. A category labeled "No Answer" is included in the chart along with statistics for the years 2019, 2020, 2022, and 2023. Only three graduates were produced in 2020, whereas 35 graduates in 2023 was the highest number of graduates ever. The BEED graduate distribution across various graduating years is shown visually in the chart.

Patulin et al. (2024) examined the employment outcomes of graduates from the College of Teacher Education (CTE) and Graduate School (GS) Programs at Surigao Del Norte State University, covering the academic years 2016 to 2022. The study found that a significant portion of CTE graduates were recent alumni, predominantly single females aged 24 or younger, who typically began working as permanent teachers at the Department of Education (DepEd) within 2-3 years post-graduation. This aligns with the findings that most BEED graduates in your study were newly graduated, highlighting a trend where recent education graduates promptly enter the teaching profession. The study highlights the importance of continuous professional development and suggests enhancing the use of social media to encourage graduate participation in tracer studies, aiming to improve educational programs and better prepare graduates for the workforce.

General Information in terms of Date of Examination

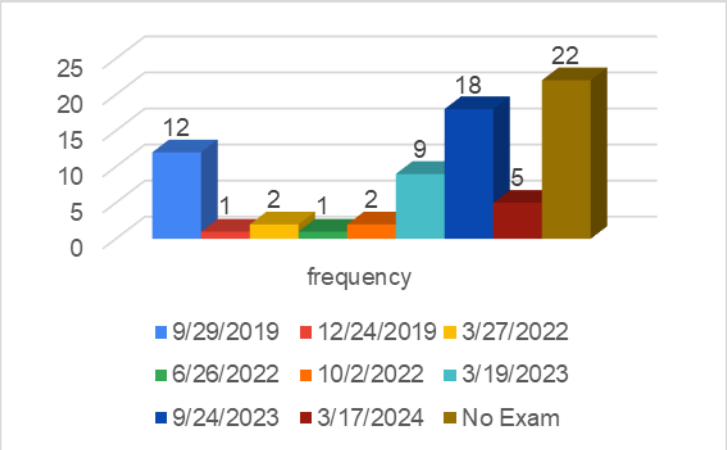

Figure 7. Status of the general information, of BEED Graduate with respect to Date of Examination

Figure 7 shows the status of the general information, of BEED Graduate with respect to Date of Examination.

Out of 72 respondents, the Date "*No Exam*" received the highest frequency of twenty-two (22) or 30.56% of the total sample population. Followed by the Date "*September 24, 2023*" with frequency of eighteen (18) or 25.00% of the total sample population. While the Date "*September 24, 2019 and June 26, 2022*" received the lowest frequency of one (1) or 1.39% of the total sample population.

The status of the general information, of BEED Graduate with respect to Date of Examination were majority newly graduate every bar signifies a distinct date, and the bar's height corresponds to the quantity of BEED graduates linked to that day. With just one graduate, December 24, 2019, is the date with the fewest BEED graduates. With 22 graduates overall, October 2, 2022, is the date with the most number of BEED graduates.

A study by Salendab et al. (2024) analyzed the performance trends in the Licensure Examination for Teachers (LET) among Bachelor of Elementary Education (BEEd) graduates from Sultan Kudarat State University Kalamansig Campus between 2018 and 2023. The study revealed fluctuating performance trends, with first-time examinees generally outperforming repeaters. Notably, certain examination periods, such as March 2019, June 2022, and October 2022, saw institutional passing rates surpassing national averages. Factors influencing these outcomes included academic preparation, review sessions, and external disruptions like the COVID-19 pandemic. These findings align with the findings that a significant portion of BEEd graduates are recent examinees, highlighting the importance of targeted support systems and continuous monitoring to enhance licensure examination performance among education graduates.

General Information in terms of Rating

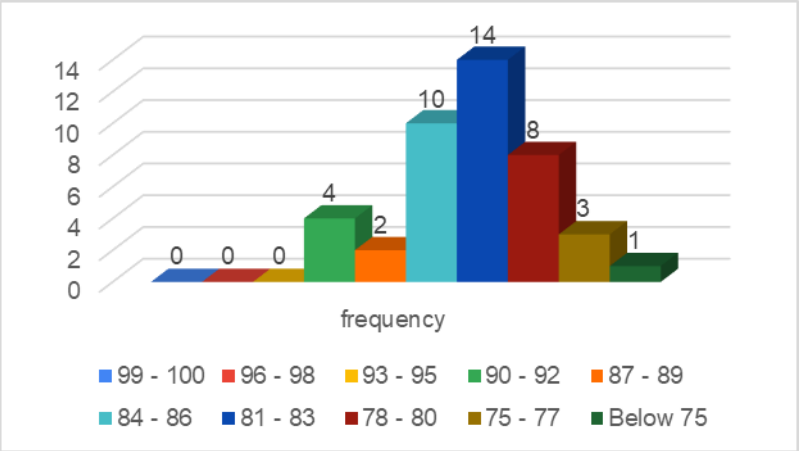

Figure 8. Status of the general information, of BEED Graduate with respect to Rating Figure 8 shows the status of the general information, of BEED Graduate with respect to Rating

Out of 72 respondents, the Rating "*81 to 83*" received the highest frequency of fourteen (14) or 19.44% of the total sample population. Followed by the Rating "*81 to 83*" with frequency of eight (8) or 11.11% of the total sample population. While the Rating "*Below 75*" received the lowest frequency of one (1) or 1.39% of the total sample population.

The status of the general information of BEED Graduate with respect to Rating were majority passed the Licensure Examination for teachers during the time of the study. Obtaining a total of 19.44% of the total sample population, fourteen (14) graduates attained 84-86 ratings in their Licensure Examination. While only a small portion of the total sample population received ratings below 75. This further constitutes an impressive rating in their Licensure Examination.

In connection, Faltado (2020) examined the correlation between academic achievement and licensure examination performance among teacher education graduates in the Philippines. The findings indicated that graduates with higher academic achievements tended to perform better in the Licensure Examination for Teachers (LET). This implies that strong academic foundations contribute to higher licensure examination ratings, aligning with the findings that a significant portion of BEED graduates achieved impressive ratings in their LET.

Status of employment data in terms of Employment status

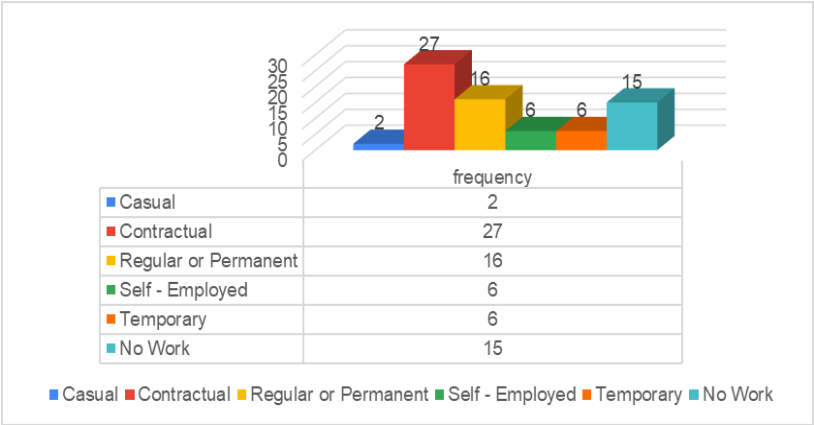

Figure 9. Status of employment data in terms of Employment status

Figure 9 shows the status of employment data in terms of Employment status.

Out of 72 respondents, the status "*Contractual*" received the highest frequency of twenty-seven (27) or 37.50% of the total sample population. Followed by the status "*Regular or Permanent*" with frequency of sixteen (16) or 22.22% of the total sample population. While the status "*Casual*" received the lowest frequency of two (2) or 2.78% of the total sample population.

The status of employment data in terms of Employment status where majority don't have stable job during the time of the study. Gaining a percentage of 37.50 of the total sample population constitutes the number of twenty-seven (27) contractual employees. Followed by regular or permanent employees, comprising 22.22% of the total sample population. This further highlight that a significant number of graduates had the least secure employment status.

According to the study by Basagre (2020) examined the employability status of Bachelor of Elementary Education (BEEd) graduates from the Central Bicol State University of Agriculture. The findings revealed that while most graduates were employed, a significant portion held temporary or contractual positions, indicating a lack of job stability. This aligns that a substantial number of BEEd graduates are in less secure employment statuses, highlighting the need for enhanced teacher training programs to improve job security and career prospects for education graduates.

Status of employment data in terms of Current work

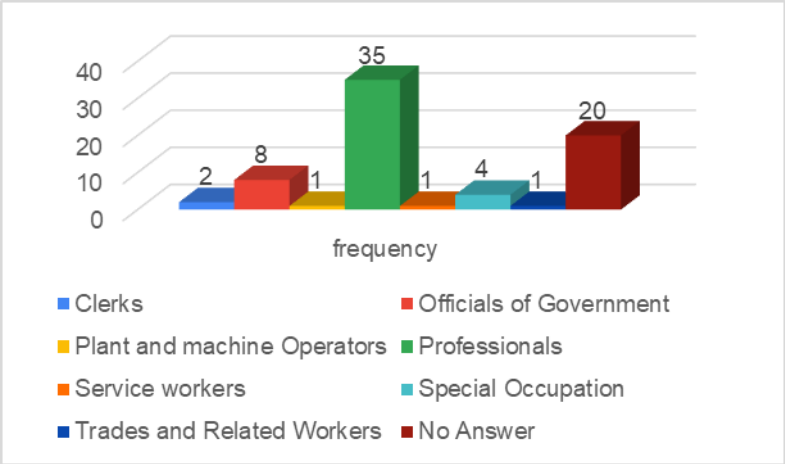

Figure 10. Status of employment data in terms of Current work

Figure 10 shows the status of employment data in terms of Current work.

Out of 72 respondents, the work "*Professionals*" received the highest frequency of thirty-five (35) or 48.61% of the total sample population. Followed by the work "*No Answer*" with frequency of twenty (20) or 27.78% of the total sample population. While the work "*Plant and Machine Operators, Service Workers and trades and Related Workers*" received the lowest frequency of one (1) or 1.39% of the total sample population.

This means that the status of employment data in terms of Current work where majority are vertically aligned with their course during the time of the study This means that the status of employment data in terms of Current work were majority are vertically aligned with their course during the time of the study. Indicating that 48.61% of the total sample population are all professionals, and a significantly low portion of the total sample population, amounting to 1.39%, is in a different line of work. This supports the result that most of the

graduates' current work is in line with their courses.

Caingcoy (2021) et al. examined the employment, employability, and competencies of Bachelor of Secondary Education (BSEd) graduates from Bukidnon State University in the Philippines. The findings revealed that a significant majority of the graduates were employed in positions aligned with their field of study, indicating effective vertical alignment between their academic preparation and professional roles.

Status of employment data in terms of Place of work

Figure 11. Status of employment data in terms of Place of work

Figure 11 shows the status of employment data in terms of Place of work.

Out of 72 respondents, the Place "*Education*" received the highest frequency of forty-one (41) or 56.94% of the total sample population. Followed by the Place "No Answer" with frequency of twenty (20) or 27.78% of the total sample population. While the Place "*Agricultural, Hunting and Forestry, Financial Intermediation, Manufacturing, Public Administration and Defense, Compulsory Social Security, transport Storage and Communication*" received the lowest frequency of two (2) or 2.78% of the total sample population.

The status of employment data in terms of Place of work where majority were in the field of education during the time of the study. Indicating that 56.94% of the total sample population is all in the field of education, and a significantly low portion of the total sample population, amounting to 2.78%, is in a different place of work.

In line with this, Sanchez-Danday (2023) assessed the employability of 184 Bachelor of Elementary Education (BEEd) graduates and undergraduates from a state university in Eastern Visayas, Philippines. The findings revealed that a significant majority of these graduates secured teaching positions in the education sector, both locally and internationally, indicating a strong alignment between their academic training and employment. This supports the findings of this study that a substantial portion of BEEd graduates is employed in the field of education, highlighting the effectiveness of teacher education programs in preparing graduates for relevant professional roles.

Status of employment data in terms of Job Location

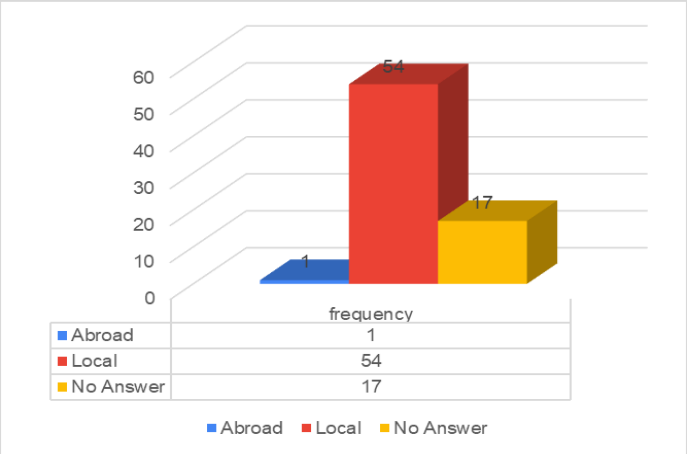

Figure 12. Status of employment data in terms of Job Location

Figure 12 shows the status of employment data in terms of Job Location

Out of 72 respondents, the Location "*Local*" received the highest frequency of fifty-four (54) or 75.00% of the total sample population. Followed by the Location "*No Answer*" with frequency of seventeen (17) or 23.61% of the total sample population. While the Location "*Abroad*" received the lowest frequency of one (1) or 1.39% of the total sample population.

The status of employment data in terms of Job Location were majority working in the country during the time of the study. Showing that most of the total sample population, amounting to 75%, is all working locally, and a significantly low portion of the total sample population, amounting to 1.39%, is working abroad.

In view of the study by Caingcoy et al. employment trends of education graduates in the Philippines. The findings revealed that most of these graduates secured employment within the country, with only a small percentage working abroad. This supports the findings that 75% of the graduates are working locally, confirming the trend that most BEED graduates prefer to pursue their teaching careers within the country.

Status of employment data in terms of Salary

Figure 13. Status of employment data in terms of Salary

Figure 13 shows the status of employment data in terms of Salary.

Out of 72 respondents, the Salary "*P5,000 to less than P10,000*" received the highest frequency of twenty-four (24) or 33.33% of the total sample population. Followed by the Salary "*No Answer*" with frequency of thirteen (13) or 18.06% of the total sample population. While the Salary "*P20,000 to P25,000 and above*" received the lowest frequency of five (5) or 6.94% of the total sample population.

The status of employment data in terms of Salary were majority below minimum wages during the time of the study. Indicating that 33.33% of the total sample population are all receiving a salary of P5,000 to less than P10,000, and a significantly low portion of the total sample population amounting to 6.94% are receiving a salary ranging from P20,000 to less than P25,000 and P20,000 to P25,000 and above. This implies that most of the graduates receive below minimum wages.

Maldonado and De Witte (2022) emphasize that income inequality among educated individuals is influenced by labor market dynamics, with many graduates in emerging economies earning below-average wages due to factors like job mismatch, economic constraints, and limited opportunities for high-paying positions.

Table 1. Significant relationship between the Status of the general information of BEED Graduate and Status of employment data.

		Employment status	Current work	Place of work	Job Location	Salary
Location of Residence	Pearson Correlation	0.0868	0.0075	-0.072	-0.034	-0.062
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	71	71	71	71	71
	Strength	*Very Weak*	*Very Weak*	*Very Weak*	*Very Weak*	*Very Weak*
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*	*Significant*
Age	Pearson Correlation	0.1748	0.0775	0.0677	0.192	0.5177
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	71	71	71	71	71
	Strength	*Very Weak*	*Very Weak*	*Very Weak*	*Very Weak*	*Moderate*
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*	*Significant*
Civil Status	Pearson Correlation	0.1043	-0.042	0.1673	-0.006	0.3385
	Sig. (2-tailed)	0.000	0.000	0.0002	0.0004	0.000
	N	71	71	71	71	71
	Strength	*Very Weak*	*Very Weak*	*Very Weak*	*Very Weak*	*Weak*
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*	*Significant*
Sex	Pearson Correlation	-0.032	-0.09	-0.124	-0.147	-0.153
	Sig. (2-tailed)	0.000	0.000	0.0002	0.000	0.000
	N	71	71	71	71	71
	Strength	*Very Weak*	*Very Weak*	*Very Weak*	*Very Weak*	*Very Weak*
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*	*Significant*
Degree Earned	Pearson Correlation	0.2656	0.2218	0.1286	0.1629	0.0167
	Sig. (2-tailed)	0.000	0.000	0.0032	0.0506	0.000

N		71	71	71	71	71
Strength		*Weak*	*Weak*	*Very Weak*		*Very Weak*
	Analysis	*Significant*	*Significant*	*Significant*	*NS*	*Significant*
year Graduaed	Pearson Correlation	-0.304	-0.273	-0.214	-0.342	-0.587
	Sig. (2-tailed)	0.000	0.004	0.000	0.000	0.000
	N	71	71	71	71	71
	Strength	*Weak*	*Weak*	*Weak*	*Weak*	*Weak*
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*	*Significant*
Date of Examination	Pearson Correlation	-0.037	-0.002	-0.114	-0.008	-0.151
	Sig. (2-tailed)	0.0023	0.0797	0.0012	0.000	0.0078
	N	71	71	71	71	71
	Strength	*Very Weak*		*Very Weak*	*Very Weak*	
	Analysis	*Significant*	*NS*	*Significant*	*Significant*	*NS*
Rating	Pearson Correlation	-0.12	0.0484	-0.033	-0.059	0.155
	Sig. (2-tailed)	0.6258	0.2894	0.2839	0.0056	0.8236
	N	71	71	71	71	71
	Strength				*Very Weak*	
	Analysis	*NS*	*NS*	*NS*	*Significant*	*NS*

Scale	**Strength**
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 1 presents the significant relationship between the Status of the general information of BEED Graduate and Status of employment data.

The *Status of the general information of BEED Graduate* was observed to have a significant relationship to the *Status of employment data,* except for the *Rating*. This is based on the computed r values obtained from the tests with very weak to moderate relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the Status of the general information of BEED Graduates and Status of Employment Data*" is rejected. Thus, the alternative should be accepted which indicates that there is a significant relationship between them. This claim is supported by the results of the Status of the general information of BEED Graduate and the Status of employment data, which obtained values of very weak to moderate relationships and less than 0.05 level of significance, which eventually rejects the initial hypothesis that indicates that there is no significant relationship between the Status of the general information of BEED Graduate and Status of employment data.

Torii and O'Connell (2021) highlight those individual characteristics, such as academic background and demographic information, are significantly correlated with employment outcomes. They emphasize that while these relationships may vary in strength, external factors like labor market conditions and the alignment of skills with job requirements also play a critical role.

CONCLUSIONS AND RECOMMENDATIONS

In view of salient findings in this study, it is concluded that there is a significant relationship between the Status of the general information of BEED Graduates and the Status of Employment Data. It is thus recommended for the alumni office to establish a systematic tracking and monitoring system to collect accurate and up-to-date data on graduates' general information and employment outcomes. This system can

help identify trends and provide targeted support for graduates, such as career counseling, job placement programs, and workshops to improve employability. Moreover, the alumni office should strengthen its collaboration with employers to bridge the gap between graduate skills and labor market demands, ensuring that graduates are better prepared for the workforce. Meanwhile, for the institution, it is vital to assess and revise the curriculum regularly to ensure that it aligns with industry standards and the evolving needs of employers. Strengthening the career support services, such as job placement programs, career counseling, and industry partnerships, can also play a crucial role in improving graduates' employment outcomes. Furthermore, the institution should gather feedback from alumni and employers to identify areas for improvement in the educational programs, which may help address the gaps revealed in the findings. While for the future researchers, it is recommended to expand the scope of investigation by including additional factors such as job satisfaction, work environment, and career progression to gain a more comprehensive understanding of the relationship between graduates' general information and employment outcomes. Comparative studies between different institutions and programs can provide insights into broader trends and best practices for improving graduate employability.

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