

STUDENT-PERFORMER EMPLOYABILITY OF LEYTE NORMAL UNIVERSITY 2013-2017: A TRACER STUDY

Katrin R. Gallo, Michelle R. Maala, John Winston S. Samson, Maricar C. Tegero

gallokatrin2021@gmail.com, maalamichelleelle@gmail.com, samsonjohnwinston@gmail.com,
maricarcaadantegero@gmail.com

Leyte Normal University, Tacloban City

Abstract

Tracer studies are used to map graduates' competencies and evaluate the worth of their education. It gathers data that enables educational institutions to alter their pedagogical approaches while also preparing potential professionals. Correspondingly, Performing Arts programs must have a strong practical focus in order to equip graduates for jobs in a highly competitive environment. Education institutions are taking their obligations very seriously since graduates are expected to have employable skills. The study's respondents were student performers who graduated from batches 2013 to 2017; they were former members of the Leyte Normal University Performing Arts Group. In this study, the descriptive quantitative research method was also utilized. The data collection was made possible using Google Forms to link to the actual respondents, who provided the researchers with one hundred five (105) responses after answering the survey questionnaire. According to the study's findings, most respondents were able to obtain employment immediately after graduating. It was highlighted that graduating as a student performer gives applicants an edge when applying for jobs. A sizable number of respondents were able to identify a profession that was appropriate for their particular education-related courses. The research also suggests that graduates believe they have acquired the skills and abilities necessary to be competent and confident in choosing a vocation to pursue while participating in various training programs. The study's findings support the notion that individuals who perform well in school have a strategic advantage.

Keywords: Student-performers alumni, Tracer Study, Employment

I. Introduction

Educational institutions in higher education abundantly give quality education which outpour fruitful yields to the students who finished their goals in an educational system (Carag, 2020). Skills requirements change the outcome of external investment, technological advancements, and globalization. People need to acquire skills to be productive and earn a living in order to stay up with changes, and all of this may be accomplished through education. Higher education institutions can make a significant contribution to course program quality assurance by implementing tracer study concepts to establish a sustainable learning empowerment environment for previous students' continuous professional development (Ramirez, 2014). Tracer studies are essential for determining the effectiveness of a university's program. A curriculum evaluation allows a university to improve its strategies for producing high-performing professionals and competing on a global stage (Carey, 2004).

According to Romadlon (2021), tracer studies are used to map graduates' competencies and assess the usefulness of the training they received. It compiles data that enables institutions to change their manner of instruction while training future instructors. Moreover, (Schomburg, 2016) defines that a tracer study is an empirical study that can help institutions training result noted that the information acquired is usually utilizing survey questionnaire tools to assess the graduate's professional development. Additionally, with the continual increase in the number of college graduates, students' employment prospects have become extremely competitive.

Performing arts program at universities must have a strong practical focus in order to prepare graduates for employment in a highly competitive economy. The increase in university-based practical arts training resulted in a vast array of performance-based undergraduate and graduate degrees for occupations where formal education is not necessary but practical experience is greatly rewarded. Thus, holders of any bachelor's degree are more likely to discover work following graduation. Graduates are expected to possess employable skills, which is why educational institutions such as colleges and universities are increasingly taking their obligations seriously in order to produce highly mobile workers who can adapt to the ever-changing needs of the contemporary workers (Benett, 2009).

The findings of such a research may be used to give education and training to graduates and employers. The association between student-performer alumni skills and employability has been studied in a limited way. The purpose of this study is to provide an insight on the effectiveness of the Leyte Normal University curriculum in producing performers not only skilled but also successful in leading them to the career that is relevant to their program during their study in the university. It is also critical to determine how adequate the training is offered by the school in the overall success of student-performers' alumni professional careers, the amount to which the knowledge, communication and other skills have improved. This tracer study can also provide valuable information for evaluating the achievements of an institution's education and training and thus serve as a foundation for future strategic planning.

1.1 Statement of the Problem

This study aims to trace the student-performers alumni from the school years 2013–2017. Specifically, it answers the following problems:

1. What are the student-performer graduates demographic profile in terms of the following:
 - 1.1 Age;
 - 1.2 Address;
 - 1.3 Sex;
 - 1.4 Occupation;
 - 1.5 Employment Status; and
 - 1.6 Highest Educational Attainment?
2. What cultural group did the student-performers affiliate before graduating in terms of the following:
 - 2.1 LNU Dance Company;
 - 2.2 LNU Chorale;
 - 2.3 LNU Rondalla Ensemble; and
 - 2.4 LNU Marching Band?
3. What is the status of student-performer graduates in terms of the following:
 - 3.1 Year of student-performer alumni graduated; and
 - 3.2 Year of the student-performer alumni were employed?
4. What is the level of agreement of the student-performer graduates on the selected indicators:
 - 4.1 skills and competencies;
 - 4.2 qualities gained;
 - 4.3 employment place of work; and
 - 4.4 employability status?

2. Methodology

2.1 Research Design

This study was made by the means of quantitative method. Quantitative research begins with a problem statement and progresses through the formulation of a hypothesis, a review of the literature, and the analysis of quantitative data. (Williams, 2007). The collection of the data was gathered through an online survey questionnaire. This study also employs descriptive research design because it dealt with the analysis and description of employability status of the LNU student-performers alumni Calderon (2006) defined descriptive research as the process of gathering, analyzing, categorizing, and tabulating data about current situations, practices, processes, and then making adequate and accurate interpretations about such data

2.2 Respondents of the Study

Alshibly (2018) believes that determining sample sizes involves resource and statistical issues. When the population is large, researchers usually consider 100 participants to be the minimum sample size. The study's respondents were the student-performers alumni from batches 2013-2017 who were former members of the Leyte Normal University Performing Arts Group including the LNU Dance Company, LNU Chorale, LNU Rondalla Ensemble, and LNU Marching Band. Along with this, the target number of respondents of the researchers is 100 individuals. Hence, out of the target number of the researchers which is 100 respondents, the researchers received 105 responses from the respondents.

2.3 Research Instruments

The researchers used a Likert scale survey questionnaire supported by (Dane, 2006). The questions were self-made by the researchers. Respondents were asked to use an ordinal scale to indicate their level of agreement with a specific statement. The questionnaire consists of four parts: Part 1 of the research instrument elicited information of the demographic profile of the student-performers alumni which gathers respondents' profile information such as their name (optional), age, address, sex, occupation, highest educational attainment, and employment status. Part 2 of the research instrument is to determine the student-performers cultural group affiliation. Part 3 of the research instrument is to track down the student-performers graduates' status in terms of what year they graduated, when and what year they started working after graduating, and to determine how fast they were employed right after graduating college. Part 4 of the research instrument is to determine the student-performers alumni skills, competencies and qualities gained as a student performer that enables them to land a job, as well as the employment place of work and employability status through the Likert scale.

2.4 Data Collection Procedure

The responses of the respondents on the survey questionnaire is the primary source of the data of this study. Before the distribution of the survey questionnaires, the researchers wrote a letter to the university head requesting permission to conduct the study. The researchers have informed the teacher and provided a consent letter to student-performers alumni graduates of 2013-2017. Following that, the researcher contacted the respondents to inquire about their availability to take the survey. The researchers sent a direct message due to the guidelines of the respondents of this study a message with a link to the survey questionnaire study. The link to the survey questionnaire was open for three to five days, and respondents were able to reply at any time during that time. Next, the researchers gathered and analyzed the information from the completed survey questionnaires.

Statistical Treatment

To gain adequate information's' on the research questions, the Statistical Package for Social Sciences (SPSS) software was used to quantitatively analyze the various aspects of the data. Descriptive statistics such as percentage and mean are taken into account.

Simple Percentage. The demographic profile variables, cultural group affiliation, academic year graduated, year started working, and current occupation of the respondents have been analyzed using the simple percentage with the following formula.

$$\text{percentage} = \frac{f}{n} (100)$$

Where:

P= percentage of the entire number of respondents.

F= frequency for the number of occurrences of the value in data.

N= total number of respondents.

Mean. The mean was used to describe the skills and competencies, qualities gained of the student-performer graduates, employment place of work, and employability status which is the coverage of part IV of the questionnaire, which is the Likert scale.

The formula to the sample mean is as follows:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\sum x$ = Total Scores of the Respondents

N = Total number of Respondents

3. Results and Discussion

I. Demographic Profile of the Respondents

Table 1. Age of the Respondents		
	Frequency n=105	Percentage
24	3	2.86
25	14	13.33
26	15	14.29
27	22	20.95
28	19	18.10
29	22	20.95
30	4	3.81
31	2	1.91
32	1	0.95
33	1	0.95
35	1	0.95
39	1	0.95
Total	n=105	100.00

The table above illustrates the age distribution of the student-performer graduates who participated in the survey. There are 2.86 percent of respondents who are twenty-four (24) years old, and 13.33 percent who are twenty-five (25) years old. Around 14.29 percent of all respondents are under the age of 26. While 20.95 percent of the respondents are at the age of twenty-seven (27). More so, 18.10 percent of the respondents are beneath the age of twenty-eight (28). Besides that, 20.95 percent of respondents are at the age of twenty-nine (29), and 3.81 percent are at the age of thirty (30). Furthermore, the majority of student-performers alumni are between the ages of twenty-seven (27) and twenty-nine (29), taking account for 20.95 percent in total. Based on their responses and contributions to the data gathered in the study, the composition of the respondents demonstrates the population's representativeness.

The purpose of the study of O'Neal et al., (2008), therefore was to provide evidence that the majority of numbers of respondents' results targeted ages twenty-seven (27) and twenty-nine (29). Age was a variable included in the demographic profile factor that affects the dependent variable, which is the employability status of the student-performer graduates. Evidently, this age bracket is evidently suited to showcase exemplary performance inside the workplace since this age is neither too old nor too young to handle professional matters.

Table 2. Address of the Respondents		
	Frequency n=105	Percentage
Region III	1	0.95
Region IV-A	1	0.95
Region VII	3	2.86
Region VIII	96	91.43
Region X	1	0.95
Abroad	3	2.86
Total	n=105	100.00

Table 2 represents the distribution of respondents based on address. 91.43 percent of respondents are from Region VIII, which covers the places of Tacloban City, Eastern Samar, Western Samar, and Leyte. Moreover, 0.95 percent of respondents are currently in Region IV-A, which is located in Binangonan, Rizal, Luzon. Besides that, 0.95 percent of the two respondents to the survey are from Region III and Region X, these includes Bulacan, Luzon, and Iligan City. There are 2.86 of respondents from Region VII, specifically Cebu. In addition, 2.86 of respondents live abroad, primarily in the United Arab Emirates and the United States of America.

Most of the respondents are from Region VIII, with 96 people currently residing in Tacloban City, Eastern Samar, Western Samar, and Leyte. There are 46 respondents in Tacloban City. There are 5 respondents in Dolores Eastern Samar. There are 11 respondents in Western Samar who currently reside in Marabut Samar, Calbayog City, Basey Samar, Pinabacdao Samar, and Calbiga Samar. Furthermore, 32 people took part in the study, which is currently taking place in Leyte and includes the towns of Alang-alang, Babatngon, Barugo, Biliran, Calubian, Dagami, Dulag, Isabel, Jaro, Javier, Palo, and Sta. Tanuan Leyte, Santa Fe, San Miguel, Tabon-tabon In addition, three respondents are currently living abroad. Two (2) respondents are from the United Arab Emirates, and one (1) is from the United States of America. Lastly, the researchers also traced one (1) respondent or alumni in Region 3, definitely in Bulacan, one (1) in Region 10, specifically in Iligan City, one (1) in Binangonan Rizal from Region 4A, and one (1) in Region 7, specifically in Cebu City.

Hence, in the study of Verecio et al. (2022), graduates prefer to work outside the country if the change is significant there, but if the demand for work is in the locality, they prefer to work within the country rather than abroad. Besides that, as per Aguila (2016), graduates still desired to work near their homes for the convenience and practicality of not spending too much on accomodation and returning home after work which resulted that most of the respondents are residing in Tacloban City.

Table 3. Sex of the Respondents		
	Frequency n=105	Percentage
Female	52	49.52
Male	53	50.48
Total	n=105	100.00

The table above shows the distribution of the respondents according to sex. Research revealed that a higher frequency counts of fifty-three (53) or 50.48 percent of the respondents are male and 49.52 percent or 52 of the respondents are females. Males have higher responses than females, denoting that male performers have a larger population than female student-performer. In an overall combined result, data shows that there are 105 or 100 percent who responded to the survey conducted by the researchers. Hence, the target population is only 100 but the responses the researchers received is 105.

Based on the study Smith (2008), 46 percent of the total respondents identified as female, and 54 percent as male, but the sampling frame was made up of 353 (36%) females and 628 (64%) males. As a result, this research study resulted that male respondents have the higher percentage of responses than the female which is an evident that the male has a higher responses who took the survey than the female.

Table 4. Occupation of the Respondents		
	Frequency n=105	Percentage
Teacher	74	70.48
Choreographer	5	4.76
Zumba Instructor	1	0.95
Musician	4	3.82
Vocal Instructor	2	1.91
Police	2	1.91
Human Resources	1	0.95
Lawyer	1	0.95
Registration Officer	1	0.95
I.T. Specialist	1	0.95
Entrepreneur	1	0.95
Digital Marketing Specialist	1	0.95
Field Coordinator	1	0.95
Science Research Specialist	1	0.95
Administrative Officer	1	0.95
Learning Supervisor	4	3.82
Financial Supervisor	1	0.95
Quality Analyst Supervisor	1	0.95
Repossessor	1	0.95
Seafarer	1	0.95
Total	n=105	100.00

The statistics on table 4 represents the distribution of respondents depending on their current occupation/profession. This indicates that 70.48 percent of the respondents are teachers, 4.76 percent are choreographers, 3.82 percent are learning supervisors, 3.82 percent are musicians, 1.91 percent are vocal coaches, 1.91 percent are police, as well as, 0.95 percent or 1 respondent is now a lawyer. Also, 12 percent of those who responded to the survey work as Zumba instructor (1), human resources officer (1), registration officer (1), and information technology specialist (1). Entrepreneur (1), Digital Specialist (1), Field Coordinator (1), Science Research Specialist (1), Administrative Officer (1), Learning Supervisor (1), Financial Adviser (1), Quality Analyst Supervisor (1), and Repossessor (1) are some of the job titles available.

Therefore, 70.48 percent or 74 of the respondents are now teachers, 4.76 percent or 5 respondents are choreographers, 3.82 percent or 4 respondents are musicians, 3.82 percent or 4 respondents are learning supervisors, 1.91 percent, or 2 respondents are vocal coaches, 1.91 percent or 2 respondents are police, and the remaining percent are all professionals. As a result, the overall result shows that 100 percent of the respondents are employed. As stated by Haciomeroglu (2010), though some applicants relished teaching others, others chose the profession because they thought it was respectable. While, it has been discovered through one of the study that many student teachers consider teaching to be a blessed profession and they posed employment opportunities, working hours and conditions as well as job security. It could be related to the perception of teaching in the historical process (Balyer, 2014).

Table 5. Highest Educational Attainment of the Respondents		
	Frequency n=105	Percentage
Bachelor's Degree	73	69.52
Master's Degree	29	27.62
Juris Doctor	3	2.86
Total	n=105	100.00

The table above illustrates the distribution of respondents according to highest educational attainment. The result shows that the 69.52 percent of the respondents are degree holder which graduated a four-year

program in Leyte Normal University. Meanwhile, 27.62 percent of the respondents gained their²⁸ master's degree, while 2.86 of the respondents proceeds to law school, the two respondents are now juris doctor whereas one is still on the process of schooling. Nevertheless, 69.52 percent is equivalent to 73 respondents and 27.62 is equivalent to 29 respondents. Also, 2.86 percent is equivalent to 3 respondents. Hence, the total results demonstrate that almost 100 percent of the respondents are successful in obtaining a bachelor's degree, master's degree, and even graduated law.

According to Joubert (2020), having a bachelor's degree opens up rewarding opportunities, and college graduates have 57 percent more job opportunities than non-graduates. When applying for jobs, having a degree is advantageous. It demonstrates to employers that you can not only follow through on a goal, but also have technical skills and academic knowledge. Depending on the field you want to enter, a degree may be more or less important. However, it is always advantageous. As a result, recent graduates have a good chance of finding work after graduation.

Table 6. Employment Status the Respondents		
	Frequency n=105	Percentage
Employed	54	51.43
Full-time	44	41.90
Part-time	7	6.67
Unemployed	0	0
Total	n=105	100.00

The table above shows the distribution of the respondents according to employment status. The analysis portrays that 51.43 percent of respondents are employed. In addition, 41.90 percent of all respondents confirmed that they work full-time. On the other hand, 6.67 percent of the respondents are employed but with a part-time job and 0 percent means none of the respondents who responded the survey is unemployed. In terms of the overall combined results, 100 percent of respondents have landed an employment. 51.43 percent, or fifty-four (54) individuals, are able to find a job, and 41.90 percent, or forty-four (44) individuals attest that they have a full-time job. Additionally, seven (7) respondents substantiate work part-time. Hence, the tallied result shows that there are no unemployed respondents who responded to the survey, which is a positive outcome but other respondents graduated in a specific year but were unable to find work in that year.

As per the study of Bacay and Mame (2022), Batangas State University graduates are employable, as the majority of them landed their first job within a year of graduation. Almost all respondents said their college degree and curriculum were both relevant to their first job.

II. Cultural Group Affiliation

Table 7. Cultural Group of the Respondents		
	Frequency n=105	Percentage
LNU Chorale	24	22.86
LNU Dance Company	34	32.38
LNU Marching Band	22	20.95
LNU Rondalla Ensemble	25	23.81
Total	n=105	100.00

The table above demonstrates the data gathered from the 105 number of respondents according to the cultural group they're affiliated with during their stay in the university. The 32.38 percent of the student-performer alumni were former LNU Dance Company members, which amounted to thirty-four (34) people. While 22.86 percent of the respondents, or twenty-four (24) individuals, are members of the LNU Chorale. On the other hand, 23.81 percent of respondents are former members of LNU Rondalla Ensemble, which corresponds twenty-five (25) respondents, and 20.95 percent of respondents were previously members of LNU Marching Band, which denotes twenty-two (22) respondents.

Domingo (2018) stated that the cultural group that specializes in dancing has the highest rate of acquiring skills and technique through dance steps. It was also noted that by keeping good records of the role of dance in art can better develop the capacity of dancing skills to an individual. The result shows that LNU dance company got the highest responses from the respondents.

III. Academic year graduated and year started working of the Student-Performers alumni

Table 8. Year Graduated of the Respondents		
	Frequency n=105	Percentage
2013	20	19.05
2014	13	12.38
2015	26	24.76
2016	11	10.48
2017	35	33.33
Total	n=105	100.00

The table above depicts the distribution of respondents according to academic year graduated; a total count of 20 respondents or 19.05 percent graduated in 2013. In 2014, 13 or 12.38 percent of those who responded to the survey graduated within the year. Additionally, twenty-six (26) individuals or 24.76 percent of respondents graduated in 2015, and 10.48 percent or eleven (11) respondents graduated in 2016. While thirty-five (35) or 33.33 percent of the respondents graduated in the 2017 academic year. Nonetheless, as shown on the table, out of the one hundred five (105) respondents most of them graduated in the academic year 2017.

Based on Neves (2017), there were a large number of graduates in 2017 as many students are able to accomplished their bachelor's degree. This supported the data's findings that the study's responses included a large number of graduates from the batch of 2017 student performers from different performing arts group organization.

Table 9. Year Started Working of the Respondents		
	Frequency n=105	Percentage
2013	12	11.43
2014	17	16.19
2015	15	14.29
2016	19	18.10
2017	23	21.90
2018	10	9.52
2019	6	5.71
2020	2	1.91
2021	1	0.95
Total	n=105	100.00

The table above shows the distribution of respondents based on the year they started working. The results indicate that 21.90 percent of respondents began working in 2017, while 18.10 percent started to work in 2016, 16.19 percent in 2014, around 14.29 began to work in 2015, 11.43 in 2013, 9.52 percent started working in 2018, 5.71 in 2019, 1.91 percent in 2020, and 0.95 went on to work in 2021. In 2013 – 2015, approximately 31 percent, or 44 respondents, were employed as a result of this. In the meantime, approximately 50 percent, or 52 respondents, were employed from 2016 to 2018, and an estimated 9 percent, or 9 respondents, were employed from 2019 to 2021. As evidenced, the majority of respondents landed a job immediately after they graduated but there were respondents who did not find a job right after graduation within the specific year.

According to Vogt (2022), the industry that one works in can affect how quickly you can find an employment after college graduation. It was evident from this study that the student-performer graduates were able to find employment after graduating, utilizing the skills and abilities they had developed during their

time as a student-performer. Hence, the year 2016–2018 also reached a high employability rate, with over 94.5 percent, as stated by the Philippine Statistics Authority (2020).

IV: Likert Scale Level of Agreement

Table 10. Skills and Competencies			
	Σx Total Score	Weighted Mean	Interpretation
1. Time-management in personal life and work.	489	4.66	Strongly Agree
2. Confidence in professional performance.	500	4.76	Strongly Agree
3. Creativity in applying the skills learned in training.	497	4.73	Strongly Agree
4. Self-discipline through following instructions.	501	4.77	Strongly Agree
Average Weighted Mean		4.73	Strongly Agree

The overall interpretation of the responses in the respondent's level of agreement in terms of skills and competencies is shown in Table 10. The overall weighted mean in all the 4 items which is 4.73 in numbers, fall under the visual interpretation for "strongly agree". In addition, research reveals that the majority of respondents strongly agree that being a student performer has helped them manage their time, become more confident in their performances, practice self-discipline, and broaden their creativity in both their personal and professional lives.

Meanwhile, in Shongwe Dennis N. & Ocholla (2011) discovered that graduates' university knowledge and skills were transferable to their careers. Ocholla's determined whether the skills and attitudes they learned at the University of Zululand were applicable in their jobs. This also relates to the data's research results, which show that respondents were able to gain skills and competencies from the university. These skills and competencies have aided them in their professional careers.

Table 12. Employment Place of Work			
	Σx Total Score	Weighted Mean	Verbal Interpretation
1. Greater motivation to take part in job-related activities	486	4.63	Strongly Agree
2. Encourage creative solutions to any problems or issues that may arise in the workplace.	488	4.65	Strongly Agree
3. Productive in working relationships with coworkers and willing to be trained with new skills.	480	4.57	Strongly Agree
4. Utilize skills in the workplace.	492	4.68	Strongly Agree
5. Capable of sharing knowledge with work colleagues	483	4.6	Strongly Agree
Average Weighted Mean		4.63	Strongly Agree

In explaining the overall result, the respondents' response to their level of agreement related to their employment place of work is shown in the table 12, whereas, the average weighted mean of the 5 statement present in the questionnaire is equivalent to 4.63, which falls within the range of 4.3-5.00 and is interpreted

to “strongly agree” in the Likert Scale interpretation. This data supports the majority of respondents’ strong agreement that they can freely demonstrate their capacity, qualities, and abilities in their chosen profession, that they are motivated to participate in any activities related to their job, that they encourage to use creativity when solving problems, and that they have a positive working relationship with their coworkers. In addition to this, according to Garfinkle (2005), job success is dependent on the development of positive relationships. Relationships can have an impact on your ability to advance and be recognized for your accomplishments, as well as how satisfied you are with your job. While, Heathfield (2020) stated that a variety of metrics claim that employee happiness influences a wide range of workplace outcomes, including employee motivation, goal attainment, cost savings, customer satisfaction, staff productivity, positive employee morale, and more which helps people in obtaining self-satisfaction due to the positive outcome. These factors assisted the student-performer graduates to have a peaceful work environment wherein they are able to apply those good characteristics.

Table 13. Employability Status			
	Σx Total Score	Weighted Mean	Verbal Interpretation
1. Satisfied and happy with student-performers' graduates chosen professions.	463	4.41	Strongly Agree
2. Student-performer graduates are able to raise their financial situation because of the profession they have.	453	4.31	Strongly Agree
3. The salary earned by student-performer alumni has improved their standard of living.	445	4.24	Agree
4. Student-performer graduates can feel sense of security with the profession they currently have.	447	4.26	Agree
5. Confident to be employed immediately if I search for a new job.	458	4.36	Strongly Agree
Average Weighted Mean		4.32	Strongly Agree

It could be gleaned from the table 13 with regard to the employability status of the respondents, majority of the student-performer alumni strongly agree that they are satisfied and happy with their chosen profession, that they were able to raise their financial status with the help of their current profession and that they are confident to be employed immediately when they search for a new job, with their specific weighted mean that falls within the range of strongly agree while most of the respondents agree that their standard of living improved because of the salary they get from their profession, with a weighted mean 4.24, interpreted as agree and that they feel sense of security with the profession they are currently in, with a weighted mean 4.26, visually interpreted as agree.

Inferring thus, the average weighted mean of all the items is equivalent to 4.32 and is interpreted as strongly agree. This implies that majority of the respondents strongly agree that they are satisfied and contented with the profession they are currently in. The study of

Roy (2022), noted that the degree of happiness or contentment a person feels about their employment is known as employee satisfaction. Any business or organization must prioritize employee satisfaction. Employees work harder to make the business successful when they are content with the management and the workplace environment. The bottom line is directly impacted if employees are not pleased and happy at work. When employees' needs are satisfied, they adopt a positive attitude toward the company and its objectives. Employees lose motivation and frequently perform below expectations when they are unhappy or unsatisfied with their jobs. Therefore, the findings of this study supported the fact that the majority of student-performer alumni "strongly agree" that they are satisfied and happy with their chosen profession and are contented with it.

Conclusion

This study has examined the employability status among one hundred five (105) total respondents; the student-performer graduates from Leyte Normal University. The findings of this research conclude that there is an outstanding advantage of being a student-performer in finding employment after graduating from a bachelor's degree. All of the student-performer graduates, the respondents, were able to find a job, the majority of the respondents were able to secure a permanent full-time job, but there were few of them who landed on part-time jobs. This result concludes that there's a possibility in which those respondents who landed on a part-time job are still trying to figure out what job they might probably suit in that would make them happy and satisfied and what job will make their life and future secure and stable. The study revealed that most of the student-performers' alumni are now professional teachers. The skills and competencies they have gained as student performers have helped them in both their personal and professional lives and by this the majority of them were able to find a course-related employment immediately after graduation. Moreover, the respondents believe that the qualities and attributes they have earned as student-performers are what made them employable. As a result of this research, the majority of respondents were satisfied and content with the profession they are currently in. Therefore, being a student-performer has an advantage on the respondents and with these benefits, it revealed that they feel contentment with their present life.

Recommendation

1. The student-performer graduates may apply the skills, knowledge, and competencies they obtained from being a performer in Leyte Normal University as this will assist them to be confident and creative as well as to land a stable job.
2. The MAPEH department may decide to implement or promote advanced study courses to graduates in order to increase their chances of landing a successful job within their field. Tracer studies like this one may be supported by the institution so that it can keep track of how its graduates are doing and what initiatives can be implemented further in the curriculum and mode of instruction to produce more productive and worthy graduates.
3. The university may encourage and train more graduates to sit for and pass relevant government examinations such as the Civil Service Professional Exam and/or the Licensure Examination for Teachers, so that no graduates end up working part-time.
4. Teachers are strongly encouraged to incorporate the most pertinent and excellent skills, lessons, activities, and other scenarios into teaching-learning encounters.
5. It is strongly recommended to always have a backup plan in place in case something goes wrong. As a result, each researcher may have a copy of the file, and everyone should contribute to the finalization of the research. Future researchers are strongly urged to look into this further as a positive outcome.

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