

TRACER STUDY OF BA ENGLISH GRADUATES OF THE CAVITE STATE UNIVERSITY - DON SEVERINO DE LAS ALAS CAMPUS (2016-2022)

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ABSTRACT

Tracer studies are used to determine the level of success of every graduate and identify the aspects of the academic programs that may still be improved. Cavite State University (CvSU) was able to produce more or less a hundred graduates from the Bachelor of Arts in English program from 2016-2022. The study was conducted to determine the demographic profile of the BA English graduates, describe their employment profile, identify their motivation/s in choosing their present career, and determine their performance level at work as viewed by their employers. Data were gathered through online surveys which were sent to 106 graduates of 2016-2022. Instruments were composed of a validated survey form for the graduates and a feedback form for their employers. Based on the findings, the vast majority of the participants held jobs that were either permanent or regular. They were employed in positions located in the Philippines and other countries. The majority of them were hired between one and six months after graduation, and their initial and current employment levels include rank or clerical, employed, professional, technical, managerial, or executive. Money and self-satisfaction were the vital motivators for graduates to enter their first jobs. In addition, graduates identified critical thinking, human connections, and communication as the skills and values that are most valuable in the position; thus, they work as BPO specialists, teachers/educators, financial advisors, and technical writers, among others. In conclusion, the program was able to produce high employability among its graduates.

Keywords: *Bachelor of Arts in English program, employability, tracer study*

INTRODUCTION

Cavite State University (CvSU) Main Campus offers 16 graduate programs, 48 degree programs, and 13 non-degree programs. Under the degree program is the Bachelor of Arts in English (BAE), which was renamed the Bachelor of Arts in English Language Studies in 2018. The latter is offered by the Department of Humanities of the College of Arts and Sciences.

The Bachelor of Arts in English Language Studies was formerly known as the Bachelor of Arts in English (BA English). It started as AB English which was approved by the College Academic Council on February 8, 2005, agreed upon by the CvSU Board of Regents on April 5, 2005, and officially offered in the university in June 2005. The program aims to train the students and develop their competencies by equipping them as effective English teachers and trainers (CMO No.44, S. 1997; Cortavista et al., 2016).

As observed, graduates of the Bachelor of Arts in English have been employed in different companies, private and government institutions, and agencies. As noted, it was in 2015 that the first tracer study of the graduates of the said program was conducted. Results revealed that the participants of the study were hired as walk-in applicants, and all of them were accepted in less than 12 months. All BAE graduates were employed after graduation. Nine were English instructors, 10 worked full-time, 12 worked under the Philippine government agencies, seven were employed by private institutions, two were self-employed, one worked overseas, and three took units in MA and MS. Their salaries ranged from P15,001 – P25,000. The majority earned P15,000 and only a few earned P25,000.

For further improvement of the program, the graduates suggested that removing unnecessary subjects should be done and be replaced by teaching units and foreign language subjects. Specialization in specific fields, either literature or linguistics was also proposed for mastery. Seminars, research, theses, workshops, and on-the-job (OJT) programs were also mentioned.

With the transitions in Cavite State University over the years, complete data on the employment status of the graduates from the said program have yet to be noted. Hence, the proponents traced the employment status of the BA English graduates of the Cavite State University-Don Severino De las Alas Campus and determined the relevance of the program to their present career situations.

Objectives of the Study

Generally, this research aimed to trace the employment status of the BA English program graduates of Cavite State University-Don Severino Delas Alas Campus from 2016 to 2022.

Specifically, it aimed to:

1. determine the demographic profile of the BA English graduates as to their name, age, sex, date of birth, civil status, academic achievement, the year they graduated, highest educational at-

tainment, and professional examination taken (if there is any);

2. describe the employment profile of BA English graduates such as the name of their organization/ employer, type of organization, employment type, work status, occupational classification, job level, relation of the current job and BA English program, number of years in the company, place of work, reason/s for staying on the job, reason/s for accepting the job, reason/s for changing the job, way/s the graduates did in finding their first job, the time it takes in finding their first job, monthly earnings relevant to skills and competencies acquired from their current job, and trainings attended relevant to the current job;

3. identify the motivation/s of the graduates in choosing their present career such as their extrinsic motivation, intrinsic motivation, introjected motivation, and identified motivation; and

4. determine the performance level of the graduates at work as viewed by their employers such as their written communication skills, oral communication skills, presentation skills, and other skills and competencies.

Theoretical Framework

This study was anchored on two theories, namely: The Human Capital Theory of Becker (1964) in Cornillez et al. (2021) and the Theory of Performance of Elger (2007). The first theory says that education and institutions should provide skills and knowledge critical to employee's productivity and provide their graduates with a high market worth due to their abilities. This theory perceives skills as a fundamental variable in the labor market and has structured the notion that a person will likely invest in their studies as this will offer them a higher value in the labor market due to their possessed abilities.

The second theory suggests that to properly assess performance and improvements, a framework that includes six concepts must be considered. The first concept is to perform, which is carrying out a complex set of actions that combine skills and knowledge to achieve a valuable out-



come. The second concept is the performer who is a person or group in charge of the action or performance. The third is the level of performance which is defined as the level, efficiency, and quality of a given performance. The performer's mindset is the next concept, which refers to the actions that involve positive emotions toward the work that must be accomplished. The fifth factor is immersion or a connection with one's physical, social, and intellectual environment that promotes personal and professional development. Finally, there is the reflective process, which is the action that assists people in paying close attention to and learning from their previous work experience. These factors assess the performance that individuals exert in their work.

In addition, the study was anchored on the framework of Salvatierra (2019). He identified the demographic profile of the participants in his research and their educational background. Moreover, he looked into the advanced training and studies of his research participants and their employment status.

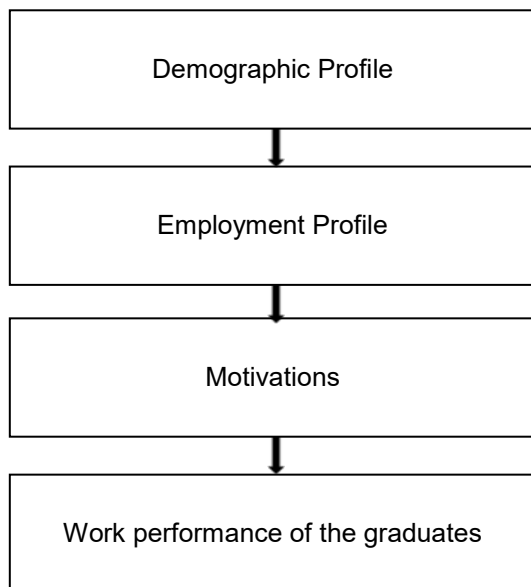


Figure 1. Conceptual framework of the study

METHODOLOGY

Research Design

A descriptive research design was used in this study. In particular, the data were gathered through the use of a survey questionnaire.

Sources of Data

BA English graduates from 2016 to 2022 were surveyed in person; however, those graduates from areas with limited access due to the pandemic were surveyed via email and Facebook Messenger accounts.

The survey questionnaires included the participants' demographics, such as their name, age, civil status, sex, academic achievement, the year they graduated, and the professional examination taken. The proponents also obtained the employment profile of the BA English graduates such as their employment history, employment status, nature of the occupation, job level position, monthly remuneration from their job, the relevance of the jobs to the program, training attended, skills and competencies acquired relevant to their current job, current job, and the relationship of their present work and the academic acquired skills and competencies as well as the motivations that led them to choose their current line of work.

Participants of the Study

Of the total of 106 graduates of the Bachelor of Arts in English program at the Cavite State University-Main Campus from 2016 to 2022, 76 responded to the survey and were considered the participants of the study.

Data Gathering Procedure

Survey questionnaires were used as the primary instrument in gathering the data. A total of 76 graduates of BA English from 2016 to 2022 completely answered the survey questionnaire. The profile of the target participants was sourced from the data of the Job Placement Office and the Registrar's Office of the College of Arts and Sciences. Letters of request were given to the con-

cerned personnel, and the data were obtained upon their approval.

Highest educational attainment. Based on the results of the survey, 87.84 percent of the graduates considered their bachelor's degree their highest educational attainment. The graduates who pursued their master's degree were noted at 6.76 percent. The third in rank were those who took the Teacher Certification Program, a requirement in taking the Licensure Examination for Professional Teachers (LET), gaining 5.41 percent.

The majority of BA English graduates in this study considered their bachelor's degree as their highest educational attainment, with a smaller percentage pursuing a master's degree and a few opting for teaching certification.

Professional examination taken. Based on the findings, graduates from 2016 to 2022 took the Civil Service Examination (5.26%). Moreover, 5.26 percent of them took the Licensure Examination for Professional Teachers.

In 2022, the program obtained six graduates and four were employed, one was unemployed, and others had unknown employment status. In 2021, 18 graduates were noted, with seven being employed, and 11 having an unknown employment status. In the following academic year, there were 24 graduates. 13 were found employed, none were unemployed, and 11 had an unknown employment status. In the year 2019, out of 23, 17 were employed, two were unemployed, and four had an unknown employment status. In 2018, there were 15 graduates, of whom nine were employed, none were unemployed, and six had unknown employment status. In 2016 and 2017, 10 graduates were reported each year and all of them were employed.

Overall, across all the academic years, a total of 106 graduates were reported. Out of these, 70 were employed, three were unemployed, and 33 had an unknown employment status. This means that the program was able to produce BA English graduates with a high rate of employability.

Table 1. Demographic profile of the BA English graduates

DEMOGRAPHIC PROFILE	FREQUENCY (f)	PERCENT (%)
Age		
26-30	34	44.74
21-25	31	40.79
31-35	9	11.84
41-45	2	2.63
36-40	0	-
Sex		
Female	63	82.89
Male	13	17.11



Table 1. Continued

DEMOGRAPHIC PROFILE	FREQUENCY (f)	PERCENT (%)
Civil Status		
Single	64	84.21
Married	12	15.79
Year Graduated		
2019-2020	24	22.64
2018-2019	23	21.70
2020-2021	18	16.98
2017-2018	15	14.15
2016-2017	10	9.43
2015-2016	10	9.43
2021-2022	6	5.66
Academic Achievement		
Non-Achiever	63	82.89
Achiever	13	17.11
Highest Educational Attainment		
Bachelor's degree	66	86.84
Master's Degree	5	6.58
Teacher Certificate Program	4	5.26
Doctorate Degree	1	1.32
Not applicable	68	89.47
Licensure education exam	4	5.26
Civil service exam	4	5.26
N =	76	100

Obtaining the age of the graduates has been used in different tracer studies to gain an insight into their demographic features (Dulce & Relevo, 2017), parallel to the data collected in this study. A survey questionnaire from the Commission on Higher Education was also converted into Google Forms to gather the data. Findings showed that most graduates were between the ages of 21 and 23 years old, almost similar to the results of this study.

The demographic profile of the graduates appeared in several studies including the tracer studies of Palao et al. (2022) and Balcoba (2014) which showed a similar age bracket of 22 to 42-year-old graduates. In terms of sex, the results of this study exhibited resemblances with the studies of Libued (2017), De Castro and De Luna (2019), and San Jose (2014). As reported, a majority of the participants in their tracer studies are female graduates. Considering the civil status of the graduates, the study conducted by Balcoba (2014) revealed that 62 percent were still unmarried. Additionally, the same study mentioned the term "married," indicating that a portion of the graduates had chosen to tie the knot during that period. These findings also highlighted the continued prevalence of unmarried statuses among graduates in different academic programs. Understanding the civil statuses of the graduates provided valuable demographic insights and could have implications for career planning, social factors, and program evaluation. Moreover, the current study, along with the research conducted by San Jose (2014), shed light on the academic achievement and career outcomes of BA English majors, providing valuable insights for educational institutions. While San Jose's study primarily focused on the employment outcomes of BA English graduates and the relevance of their studies to their chosen careers, the present study took a closer look at the classification of BA English program alumni as achievers or non-achievers based on the analysis of obtained data.

In terms of the graduates' educational attainment, Cuadra et al. (2019) mentioned in their study that 86.84 percent of BA English graduates considered their bachelor's degree as their high-

est educational attainment.

Through the data given, it can also be interpreted that both San Jose's study and this study identified a subset of participants who pursued additional credentials beyond their bachelor's degree. In San Jose's study, participants took the Teacher Certificate Examination for Licensure and Employment, indicating their pursuit of teaching certification. Similarly, in this study, 5.26 percent of the graduates took a licensing education exam, which could be seen as a comparable pathway to acquiring additional qualifications in the field of education.

These findings highlighted alternative pathways or exams that some BA English graduates pursued as their highest educational attainment, which differed from the teaching certification mentioned in San Jose's study.

Employment Profile of BA English Graduates

Employability of the BA English Graduates from the Academic Years 2016-2022. Table 2 presents the data on the employability of the graduates. Based on the results, the highest employability of the BA English graduates from the specific academic years took place in 2019 with 17 employed graduates, 13 employed graduates in 2020, and 10 employed graduates in 2016 and 2017.

The table shows the career lives of the graduates after they finish their undergraduate degree. San Jose (2014) mentioned in his study that some of the graduates took the Teacher Certification Examination for Licensure, became ESL teachers, some did not work, and the majority ensured a job after graduation. Obtaining the employability of the graduates is indeed important; hence, gaps between the academe and the target career could be bridged.



Table 2. Employability of the BA English graduates from 2016-2022

YEAR OF GRADUATION	EMPLOYED	UNEMPLOYED	UNKNOWN	TOTAL NO. OF GRADUATES	PERCENT (%)
2020	13	0	11	24	22.64
2019	17	2	4	23	21.70
2021	7	0	11	18	16.98
2018	9	0	6	15	14.15
2017	10	0	0	10	9.43
2016	10	0	0	10	9.43
2022	4	1	1	6	5.66
TOTAL	70	3	33	106	100

Type of organization. Table 3 presents the results on the type of organization of the participants. BA English graduates from 2016-2022 were employed under the enumerated organizations: public, private, NGO, and non-profit. There were 13.16 percent of them who were public employees, 81.58 percent worked as private employees, 2.63 percent worked under NGOs, and 2.63 percent worked under non-profit organizations.

Employment type. In terms of the employment type, full-time employees were found at 77.63 percent, whereas graduates who had part-time jobs but were not looking for full-time employment were noted at 2.63 percent. Part-time workers looking for full-time jobs received no responses from the graduates, leaving the remaining 2.63 percent of unemployed graduates.

Work status. From the data, permanent employment was found at 53.95 percent suggesting that several graduates find long-term positions within their chosen field, which could positively reflect the quality of their education and preparation for the workforce. It was also crucial to remember that a considerable percentage of graduates (7.89%) were self-employed. However, some recent graduates remained unemployed (3.95 %). Among them, 13.16 percent were able to get

hired as contractual, 10.53 percent under job order contract-of-service, 3.95 percent under contract of service, 2.63 percent as casual, and 3.95 percent with temporary employment.

These results do not necessarily reflect the quality of education they had, but it could suggest that BA English graduates might experience some challenges in the job market.

Occupational classification. Based on the computed results, 34.21 percent of the graduates worked as rank or clerical, while 35.53 percent were employed as professionals, technical, or supervisors. Managerial or executive workers resulted in a total of 7.89 percent while self-employed graduates were found at 22.37 percent.

The results indicate that a substantial proportion of the graduates occupy positions in ranks or clerical roles, others have secured employment as professionals, technical personnel, or supervisors.

Job level. In addition, Table 3 presents the distribution of job levels across various possible professions or industries that the graduates of BA English acquired.

Focusing on the job level of a teacher or a foreign language tutor, the frequency of 20 indicates that this profession was present in the employment market under consideration. Comparing this frequency result with the other professions or industries listed in the table, it revealed that call centers, advertising and documentation, and other jobs also had a frequency higher or lower than 19. This indicates that these professions are equally present in the employment market.

On the other hand, corporate executives or managers, private tutors, researchers, government and diplomatic service employees, content writers and social media managers, digital copywriters, editors, web content managers, laborers, or unskilled workers had relatively lower frequencies ranging from 1.32 percent to 6.58 percent, indicating that the number of job positions available for these professions may be lower compared to the other professions listed on the table.

The frequency and percentage for the job levels of public relations officer, magazine, and newspaper writer, translating, and editing was zero, indicating that no individual chose these positions within the context or data set analyzed.

Relation of the current job to the undergraduate program. As presented in the table, 57.89 percent of the graduates answered that their courses were related to their present work. The data revealed that 57.89 percent of the graduates reported a direct relation between their BA English course and their present work, while 43.11 percent indicated no relation. This implies that a significant portion of the graduates found the BA English program to be relevant to their chosen careers, which was supported by the findings of Cuadra et al. (2019) and San Jose (2014). These findings are also similar to San Jose's (2014) study as the same program leads to good communication skills.

Number of years in their company. Table 3 presents that 97.37 percent of the graduates worked for their company for 1-5 years, and 2.63 percent stayed for 6-10 years. No one was found working between 11-15 years, 16-20 years, 21-25 years, and 5 above. It can be noted that the

majority of them worked for one to five years as the first set of graduates were from 2016.

Place of work/company. From the data provided, 89.47 percent of BA English graduates from 2016-2022 were employed domestically, indicating that the majority of BA English graduates were local workers. This implies that they do not need to spend much just to work overseas.

The information also revealed that a significant fraction of graduates, (10.53%), worked overseas as they wished to look for jobs abroad or considered taking their careers abroad. It further implies that these are employment opportunities for BA English graduates abroad.

Reason/s for staying on the job. Based on the available data, salary was the main factor of the BA English graduates to remain with their current employer as noted by 40.79 percent of graduates. Career challenge was another essential factor among BA English graduates to remain in the job mentioned as a justification for continuing employment as obtained from 14.47 percent of the graduates. The data also showed that some graduates decided to remain with their current employer since the work is relevant to their course of study or program (13.16%). The relation of special skills was computed at 10.53 percent. The additional elements that BA English graduates reported as their reason for staying in their workplaces (5.26%), family influence (5.26%), and other reasons (10.53%).

Reason/s for accepting the job. Based on the accumulated data, it can be interpreted that the primary reason for the participants to accept a job offer from a company was their salary, from 53.95 percent of graduates. Another essential factor for BA English graduates to accept a job offer was the relevance of the job to their unique skills (22.37%). Career challenge was cited by 9.21 percent of the graduates. Additional reasons given for accepting a job offer include lifestyle and personal concerns, including proximity to the place of living (6.58%) and other justifications (7.89%), which might be due to other priorities or work-life balance.



Reason/s for changing their job. Based on the data, it could be interpreted that the primary reason to change their job was the career challenge given by 27.63 percent of the graduates. Meanwhile, 35.53 percent of them stated that their salary made them change their careers. Other factors that the graduates considered when changing their jobs were their proximity to residence (9.21), and work-life balance or personal reasons (21.05%). Lastly, 6.58 percent of the participants wished to change their occupational path.

Ways by which the graduates found their first job. Most of the graduates (38.16%) were hired as walk-in applicants. Additionally, 32.89 percent of the graduates indicated that someone recommended them for the job, highlighting the importance of networking and personal connections in finding job opportunities. This could indicate that building and maintaining professional networks might be an effective strategy for BA English graduates who are looking for employment.

Other methods of job search, such as responding to job advertisements (10.53%), attending job fairs or public employment services (5.26%), and receiving information from friends (6.58%) or friend's offices (1.32%) were less commonly cited as the primary method of job search. The data also indicated that only 3.95 percent of the graduates were personally offered their first job.

Interval before graduates landed their first job. The majority of the participants found their first job within a month after graduation based on the responses of 52.63 percent of the graduates. In addition, it was noted that 38.16 percent of them answered that it took them one to six months when they landed their first job. Results also showed that 3.95 percent took 7-11 months to be hired in their first job. However, the data revealed that a tiny proportion of graduates (2.63% - 1.32%) waited longer than two to three years to land their first job. Hence, most BA English graduates could be employed within a month of graduation, with just a handful of minorities reporting wait durations of more than six months.

Reason/s for being unemployed. As presented in the table, 33.33 percent of the participants

chose to continue their education, which could indicate that they are looking at graduate programs and other educational possibilities as of great help to improve their professional careers. Another 33.33 percent mentioned family obligations as their reason for not looking for work. This means that their obligations to their families come before their professional goals. Significantly, no one stated that he was looking for a job due to health issues, which may imply that they are healthy and capable of working. With a similar percentage of 6.67 percent, the graduates lacked work experience, while others stated that this did not apply to them.

The results of the survey imply that a huge percentage of the graduates of the program from 2016-2022 decided to prolong their studies. About 33 percent of the whole population of the participants were unemployed since they took units in graduate programs other than their specialization.

Monthly earnings from their job. In terms of the monthly earnings of the participants, it was found that 35.53 percent of them earned an amount of P21,000-30,000 every month. The second highest percentage (31.58%) was found from the participants earning P10,000-P20,000 per month, followed by 15.79 percent of the total participants who earned below P 10,000. The fourth in rank was 9.21 percent, which corresponds with the graduates earning P31,000-P40,000. Out of the total number of participants, 5.26 percent were found earning an amount of P41,000-P50,000 every month, and the remaining 2.70 percent earned P71,000 and above. With this, a high percentage of the graduates earned around P21,000-P30,000.

Relevant skills and competencies acquired from their current job. The available information shows that BA English graduates possess a wide range of skills and competencies that can be applied in various professional settings.

Communication, which was noted by more than half of participants' current positions (55.26%) was identified as a relevant skill. The relevance of human-relation skills for various professions

was acknowledged by more than 14.47 percent of participants. Almost 11.58 percent of those surveyed mentioned how highly valued critical thinking skills are across different industries. Other suggested competencies include those related to information technology (6.58%), problem-solving (5.26%), and entrepreneurship (2.63%). A total of 3.95 percent also stated that all of the skills mentioned earlier are relevant except entrepreneurial skills, and a few of them considered language teaching skills relevant to acquiring a job.

Trainings attended relevant to their current job. The participants received various training relevant to their current job. The most common training program mentioned was language train-

ing, cited by just over 25 percent. Teamwork training courses were also mentioned by a significant proportion of the participants (21.05%), and teaching programs were cited by nearly 18.42 percent. Self-management training programs, mentioned by just over 7.89 percent of the participants, may be particularly relevant for graduates working independently or in remote settings. Other training programs included sales training, consultancy, leadership training, and other programs, accounting for 27.63 percent of the responses. Overall, the BA English graduates received a range of training, such as language training, teamwork training, and teaching programs being the most common. However, graduates may find a wide variety of other training programs useful depending on their career paths.

Table 3. Employment profile of the BA English graduates from 2016-2022

EMPLOYMENT PROFILE	FREQUENCY (f)	PERCENT (%)
Type of Organization		
Private	62	81.58
Public	10	13.16
NGO	2	2.63
Non-profit	2	2.63
Employment Type		
Working Full-time	59	77.63
Working Part-time	13	17.11
Working part-time but not seeking full-time work	2	2.63
Others:	2	2.63
Unemployed		
Working Part-time but seeking full-time work	0	-

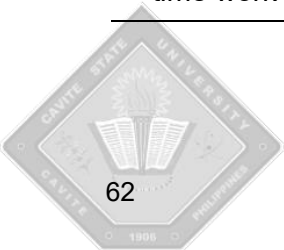


Table 3. Continued

EMPLOYMENT PROFILE	FREQUENCY (f)	PERCENT (%)
Work Status		
Regular or Permanent	41	53.95
Contractual	10	13.16
Job Order	8	10.53
Self-Employed	6	7.89
Contract of Service	3	3.95
Unemployed	3	3.95
Temporary	3	3.95
Casual	2	2.63
Occupational Classification		
Professional, Technical, or Supervisory	27	35.53
Rank or Clerical	26	34.21
Self-employed	17	22.37
Managerial or Executive	6	7.89
Job Level		
Teacher or Foreign language tutor	20	26.32
Call Center	19	25
Advertising and documentation	11	14.47
Corporate Executive or Manager	5	6.58
Private tutor	2	2.63
Researcher	2	2.63
Government and diplomatic service	2	2.63
Content writer and social media manager	1	1.32
Digital copywriter and Editorial Assistant	1	1.32
Web content manager	1	1.32
Laborer or Unskilled Worker	1	1.32
Translating and editing	0	0

Table 3. Continued

EMPLOYMENT PROFILE	FREQUENCY (f)	PERCENT (%)
Others:	11	14.47
Unemployed		
Business owner		
Graphic Designer		
Language data specialist		
Recruitment admin		
Corporate training specialist		
Proposal/Technical writer		
Administrative aide		
Medical Service worker		
Musician		
Relation of the current job to the undergraduate program		
Related	44	57.89
Not Related	32	42.11
Number of years in their company		
1-5	74	97.37
6-10	2	2.63
11-15	0	-
16-20	0	-
21-25	0	-
25 above	0	-
Place of work/company		
Local	68	89.47
Abroad	8	10.53
Reason/s for staying on the job		
Career Challenge	11	14.47
Related to course or program of study	10	13.16
Others:	8	10.53
Not applicable		
Flexibility of schedule		
Own interest		
Work set-up		
Co-owner of the company		

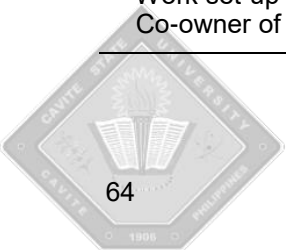


Table 3. Continued

EMPLOYMENT PROFILE	FREQUENCY (f)	PERCENT (%)
Related to special skill	8	10.53
Proximity to residence	4	5.26
Family influence	4	5.26
Peer influence	0	0
Reason/s for accepting the job		
Salaries and benefits	41	53.95
Related to special skill	17	22.37
Career Challenge	7	9.21
Proximity to residence	5	6.58
Others:		
Own interest	6	7.89
Not applicable		
Work set-up		
Salaries and benefits	27	35.53
Career Challenge	21	27.63
Others:		
Not applicable	16	21.05
Aiming for a different job		
Own interest		
Proximity to residence	7	9.21
Related to special skill	5	6.58
Ways by which graduates found their first job		
As walk-in applicant	29	38.16
Recommended by someone	25	32.89
Response to an advertisement	8	10.53
Information from friends	5	6.58
Job Fair or Public Employment Service	4	5.26
Others:		
Personally offered	3	3.95
Not applicable		
Family business	1	1.32
Information from friend's Office	1	1.32
Arranged by school's job placement officer	0	0

Table 3. Continued

EMPLOYMENT PROFILE	FREQUENCY (f)	PERCENT (%)
Interval before graduates landed on their first job		
Less than a month	40	52.63
1 to 6 months	29	38.16
2 years to less than 3 years	2	2.63
3 years to less than 4 years	1	1.32
Others	1	1.32
Not applicable		
1 year to less than 2 years	0	0
Reason/s for being unemployed		
Decided to advance or further the study	5	33.33
Did not look for a job	3	20
Lack of work experience	1	6.67
Others:	1	6.67
Not applicable		
Health-related reason(s)	0	0
Monthly earnings from their job		
21,000-30,000	27	35.53
10,000-20,000	24	31.58
Below 10,000	12	15.79
31,000-40,000	7	9.21
41,000-50,000	4	5.26
71,000 above	2	2.63
51,000-60,000	0	0
61,000-70,000	0	0
Worked while pursuing degree at CvSU Main Campus		
Focused on education	63	82.89
Working	13	17.11

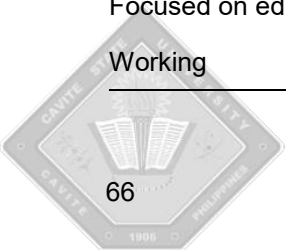


Table 3. Continued

EMPLOYMENT PROFILE	FREQUENCY (f)	PERCENT (%)
Relevant skills and competencies acquired from their current job		
Communication skills	42	55.26
Human Relations skills	11	14.47
Critical Thinking skills	9	11.84
Information Technology skills	5	6.58
Problem-solving skills	4	5.26
Others: All of the above except entrepreneurial skills	3	3.95%
Language Teaching Skills Not applicable		
Entrepreneurial skills	2	2.63
Trainings attended relevant to their current job		
Others	21	27.63
Language Training Program	19	25
Teaching Program	14	18.42
Self- management Training Program	6	7.89
N =	76	100

According to Pannogan and Ocampo (2016), a total of 25 graduates secured employment in different capacities within public and private offices, schools, and companies. Remarkably, these results established a clear correlation between the study's outcomes and the employment patterns observed among the BA English graduates as they were employed mostly in private institutions. This means that the employment status of BA English graduates is aligned with the diverse range of roles and work environments.

The employment status of the graduates was also examined. Findings were found similar to Bolaane et al. (2010) who found that 50.45 percent of the participants were employed, indicating a moderate level of employment. As noted, graduates who possessed the National Craft certificate had a higher likelihood of securing full-time employment. This suggests that obtaining a specific certification may have positively influenced their prospects of obtaining stable, full-time job opportunities. Similarly, in this study, the category of full-time employees constituted the majority of the employed graduates, indicating the importance of securing full-time positions for BA English alumni.

As indicated, there was a connection between the employment status of BA English graduates and the overall job market. According to Cornillez Jr. et al. (2021) and Balcoba (2014), a significant percentage of their participants were employed in full-time, permanent, or regular positions, suggesting a positive trend in securing long-term employment within the field. Similarly, this study suggests that the education and preparation provided by the program are effective in facilitating long-term job placements.

Entrepreneurial inclination among the BA English graduates was noted. However, it was evident that some recent graduates were facing challenges in the job market. This highlighted certain difficulties in finding stable positions, which might not necessarily reflect the quality of their education but rather the competitiveness in the job market.

Overall, it was clear that the employment status of BA English graduates varied, indicating a

range of opportunities and challenges within the field. Nonetheless, the general findings suggest that a significant number of graduates successfully attained permanent or regular employment, indicating a positive outcome for the majority.

The results indicate that a substantial proportion of graduates occupy positions in ranks or clerical roles, others have secured employment as professionals, technical personnel, or supervisors. These findings are consistent with prior investigations conducted by Dulce and Relevo (2017) and Palao et al. (2022), which respectively delve into the employment status and underscore the entrepreneurial endeavors of graduates.

Similarly, Libued (2017) revealed that many individuals in their study were temporarily employed in the field of education and developed strong teaching competencies, which resonated with the prevalence of teaching-related professions among this study's BA English graduates.

Moreover, Labas et al. (2020) conducted a study focusing on the marketability of graduates from a specific institution, while Cornillez Jr. et al. (2021) analyzed the employment histories of graduates from teacher preparation programs. Although their studies differed in the specific programs and timeframes examined, both investigations provided valuable insights into the employment outcomes of graduates in the education field, just as this study shed light on the diverse job levels attained by BA English graduates across various professions and industries. As implied, teaching and call center positions emphasize the prevalence of teaching-related professions in their career paths.

Findings of this study corroborate Cuadra et al. (2019), Sumande et al. (2022), Cornillez Jr. et al. (2021), and Palao et al. (2022). The relevance and effectiveness of the curriculum in preparing graduates for the job market were also supported by the studies conducted by Libued (2017) on BSED English graduates and Labas et al. (2020) on BEED and BSEd graduates. Both studies highlighted the success of graduates in finding employment related to their field of study, emphasizing the importance of program focus and

marketability.

The significance of communication, interpersonal dynamics, and self-confidence in the workplace, as highlighted by Cornillez Jr. et al. (2021) also resonated with the results of this study. These skills acquired during college education were found to be highly applicable to professional lives, further supporting the relevance of the curriculum.

Overall, the findings from Alcovendas and Espares (2013) and this study suggest that both AB English honor graduates and BA English graduates experienced positive employment outcomes, including gainful employment, sufficient income, and job stability. These findings indicate that the skills and qualifications acquired through their English programs were able to provide them with valuable opportunities in the job market and enabled them to establish long-term careers. As noted, graduates are flexible in terms of their search for jobs and opportunities.

Overall, the connection between the data from San Jose (2014), De Castro and De Luna (2019), and the data on BA English graduates support the notion that factors such as compensation, opportunities for professional growth, and initial employment experience play a crucial role in graduates' decisions to stay in their jobs or seek alternative career paths.

The findings of this study are coherent with the results from other studies saying that special skills and training are important in the workplace. Hiring of employees is done through walk-in applications and other media such as the use of electronic media. Personal recommendations and search for jobs through job placement officers are also possible ways in one's search for work.

As previously mentioned by the International Training Center (2022), aside from the graduates' degree, further studies, training, and professional development contribute to their performance at work and their qualification and advantage among others in the job market which make them more engaged in training programs that are rele-

vant to their current job.

In accordance with the occupational profile of the graduates of the Bachelor of Arts in English, the curriculum allowed the graduates to develop their communication skills from the subjects taken by the participants. Skills related to communication and language were obtained and enhanced through courses such as Study and Thinking Skills in English, Writing in the Discipline, Introduction to Language Study, Structure of English, Speech Communications, Introduction to Applied Linguistics, Argumentation, Cross-Cultural Communication, and Language in Culture. Moreover, their research skills were honed from research-related courses such as Language and Society, Registers in English, and Scientific Reporting and Thesis Writing. Those who chose to be in the teaching field were very much inspired by their activities in Approaches to College English Teachings. In addition to the latter, computer and clerical skills were also obtained from different subjects related to programming, namely: Computer Programming I, Management Information Systems, and MIS Practicum/Project.

The enumerated subjects under the BA English curriculum paved the way for the graduates to develop skills and undergo trainings which are essential to their present careers and occupations.

Career Motivation of BA English Graduates

Extrinsic motivations for work. None of the graduates were motivated by fame. As noted, 2.63 percent of the BA English graduates were motivated by gifts given by their respective companies. Gifts are given, such as incentives. Lastly, 6.58 percent of them were motivated by praise.

Intrinsic motivations for work. Intrinsic motivations are internal factors that contribute to the decision process of graduates when deciding on their chosen careers. Thirty two (32) graduates were motivated by self-satisfaction, 19 graduates were motivated by an interest in the job itself, and 25 graduates found their jobs enjoyable.

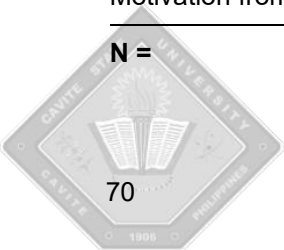
Introjected motivations for work. As presented in the table, there were negative factors that affected the discernment of their occupation. The introjected motivations include forced pressure from the environment to enhance ego or pride, reduce guilt or anxiety, and maintain the feeling of self-worth.

As noted, 2.63 percent of the graduates were forced to choose a career, 35.53 percent felt the pressure from their environments; 3.95 percent wanted to enhance their ego and pride; 15.79 percent took their present occupations to reduce guilt or anxiety, and lastly, 32 graduates aimed to maintain the feeling of self-worth.

Identified motivations for work. The identified motivations are divided into two, which are self-selected goals and personal values. As presented in Table 4, 68.42 percent of the graduates identified their motivation as a self-selected goal, while 31.58 percent identified it as a personal value. Following the data, the majority of the participants (6.42%) chose their job as a self-selected goal while 31.58 percent of the graduates were driven by their values.

Table 4. Career motivation of the BA English graduates

CAREER MOTIVATION	FREQUENCY (f)	PERCENT (%)
Extrinsic		
Motivation from money	69	90.79
Motivation from praises	5	6.58
Motivation from gifts	2	2.63
Motivation from fame	0	0
Intrinsic		
Motivation from self-satisfaction	32	42.11
Motivation from enjoyment	25	32.89
Motivation from interest	19	25
Introjected		
Motivation to maintain the feeling of self-worth	32	42.11
Motivation from pressure from environment	27	35.53
Motivation to reduce guilt or anxiety	12	15.79
Motivation to enhance ego or pride	3	3.95
Motivation from being forced	2	2.63
Identified		
Motivation from self-selected goal	52	68.42
Motivation from personal values	24	31.58
N =	76	100



Results revealed that the majority of the extrinsic motivations were mainly focused on money or salary. As shown in the previous tables, the majority of the BA English graduates earned an amount ranging from P21,000-P30,000 which was found to be closely similar to the results of the tracer study conducted by Cortavista et al. (2016). A study by Cornillez Jr. et al. (2021) stated that due to financial factors, graduates' initial professional routes were radically altered. Similarly, Montanino (2021) identified the most influential type of intrinsic motivation which includes self-satisfaction, interest, and enjoyment. Results were also found to be similar with that of Enriquez and Martin (2019) which revealed that a vast majority of the graduates were satisfied with their present work that drove them to stay in their careers. The abovementioned motivations became the drive for the graduates whether to stay in their present jobs (extrinsic motivation: motivation for money) or seek other fields that will strengthen and develop their skills as profession-

als (identified motivation: motivation from self-selected goals).

Contribution of the program to the graduates' personal and professional growth. In terms of the contribution of the program to the graduates' personal and professional growth, it was noted that learning efficiency obtained a mean of 4.53 and a verbal interpretation of excellent, followed by academic profession and personality development with a mean of 4.30 each and a verbal interpretation of excellent (Table 5). Critical thinking skills were also found to be excellent with a mean score of 4.28. Opportunities abroad were found the least with a mean score of 3.83 but still found very satisfactory. The overall mean for this table was noted as 3.94 or very satisfactory.

In general, the program's contribution to the graduates' personal and professional growth is deemed very satisfactory. This means that the curriculum is found very relevant to their personal

Table 5. Contribution of the program to the graduates' personal and professional growth

AREA OF GROWTH	MEAN	VERBAL INTERPRETATION
Learning Efficiency	4.53	Excellent
Personality Development	4.30	Excellent
Academic Profession	4.30	Excellent
Critical Thinking Skills	4.28	Excellent
People Skills	4.24	Excellent
Problem-Solving Skills	4.22	Excellent
Research Capability	4.18	Very Satisfactory
Meeting Present and Future Professional Needs	4.11	Very Satisfactory
Communication Skills	4.5	Excellent
Exposure to Local Community Within Field of Specialization	3.95	Very Satisfactory
Exposure to International Community Within Field of Specialization	3.91	Very Satisfactory
Information Technology Skills	3.89	Very Satisfactory
Salary Improvement and Promotion	3.88	Very Satisfactory
Opportunities Abroad	3.83	Very Satisfactory
GRAND MEAN	3.94	Very Satisfactory

The BA English degree program as viewed by the graduates. In terms of the range of courses, the participants found the professor’s knowledge of the subject matter to be excellent with a mean score of 4.70 and verbal interpretation of excellent. As noted in Table 6, the professor’s pedagogical expertise was also found to be excellent with a mean score of 4.68. The mean score of

4.59 was obtained by teacher-student relationships with a verbal interpretation of excellent. The quality of instruction gained a mean score of 4.55 which means excellent. The lowest rating of 3.96 was found for extracurricular activities with still a verbal interpretation of very satisfactory.

Table 6. The BA English degree program as viewed by the graduates

AREA OF RATING	MEAN	VERBAL INTERPRETATION
Professor’s Knowledge of Subject Matter	4.70	Excellent
Professor’s Pedagogical Expertise	4.68	Excellent
Teacher-Student Relationships	4.59	Excellent
Quality of Instruction	4.55	Excellent
Teaching and Learning Environment	4.5	Excellent
Class Size	4.33	Excellent
Relevance to Their Profession	4.29	Excellent
Interdisciplinary Learning	4.22	Excellent
Range of Courses	4.13	Very Satisfactory
Library Resources	4.05	Very Satisfactory
Extracurricular Activities	3.96	Very Satisfactory
GRAND MEAN	4.36	Excellent

Overall, the graduates see the program as excellent, therefore, they are satisfied with BA English program’s implementation. With this being said, the program’s ability to ensure quality learning enables the graduates to prepare for their future careers. Similar to the study of Guerriero (2017), it emphasizes the importance of teacher quality and expertise in enhancing educational experiences, highlighting that well-versed and knowledgeable instructors have a significant impact on student learning outcomes.

Performance Level of the Graduates at Work as Viewed by their Employers

The oral communication skills, conferring with colleagues, received a mean score of 4.38 and a verbal interpretation of excellent (Table 7). It was followed by oral communication skills which include making phone calls, conferring with clients, and a presentation skill of presenting project proposals. These were noted to be excellent with a mean score of 4.31. The lowest employer’s rating on the performance level of BA English graduates at work was 3.46 which was still interpreted as very satisfactory. These results were similar to the statement mentioned by San Jose (2014) that 80-100 percent of the English program training was applicable to their current jobs since they



chose jobs relevant to their pursuits such as English teachers or instructors (Enriquez & Martin, 2019).

In general, the mean score is divided into three categories. Communication skills with a mean of

3.77 with a verbal interpretation of very satisfactory. Oral and communications skills obtained a mean score of 4.03 and were interpreted as very satisfactory, while the presentation skills obtained a mean score of 4 and were interpreted as very satisfactory.

Table 7. Performance level of BA English graduates at work as viewed by their employers

AREA	MEAN	VERBAL INTERPRETATION
Written Communication Skills		
Writing Emails Within the Company	4.15	Very Satisfactory
Writing Minutes of the Schedule	4.15	Very Satisfactory
Writing Short Reports	4.00	Very Satisfactory
Writing Proposals	3.77	Very Satisfactory
Writing Letters	3.69	Very Satisfactory
Writing Memos	3.69	Very Satisfactory
Preparing PowerPoint Materials	3.62	Very Satisfactory
Preparing Annual Reports	3.62	Very Satisfactory
Writing Press Releases	3.62	Very Satisfactory
Writing Promotional Materials	3.62	Very Satisfactory
MEAN	3.79	Very Satisfactory
Oral Communication Skills		
Conferring with the Colleagues	4.38	Excellent
Making Phone Calls	4.31	Excellent
Participating in a Meeting	4.31	Excellent
Conferring with Clients	4.31	Excellent
Making Conference Calls	4.15	Very Satisfactory
Participating in an Interview	3.70	Very Satisfactory
Collaborating with Others	3.62	Very Satisfactory
Facilitating Meetings	3.46	Very Satisfactory
MEAN	4.03	Very Satisfactory

Table 7. Continued

AREA	MEAN	VERBAL INTERPRETATION
Presentation Skills	4.31	Excellent
Presenting Project Proposal		
Preparing and Presenting Campaign Materials	4.08	Very Satisfactory
Presenting Feasibility Studies	4.00	Very Satisfactory
Presenting Marketing Plans	3.62	Very Satisfactory
MEAN	4.00	Very Satisfactory
GRAND MEAN	3.94	Very Satisfactory

As noted, enhanced skills are obtained during their college years and become relevant skills to their current professions. It implies that the program imparts the necessary skills to keep up with the current trends in the job market.

CONCLUSIONS

The study on the job characteristics and work experiences of BA English graduates at Cavite State University-Don Severino De Las Alas Campus provided valuable insights into various aspects of their professional lives.

The demographic profile of the BA English graduates revealed important information about their background and educational achievements. The majority of the graduates surveyed obtained a bachelor's degree as their highest educational attainment, highlighting the significance of the BA English program in their academic journey. Additionally, a small percentage of graduates took licensure examinations for education, indicating their interest in pursuing careers in the educational field.

The employment profile of BA English graduates shows their high employability. The majority of participants secured permanent and regular jobs, both locally and internationally. This demonstrates the program's effectiveness in preparing graduates for the workforce. The graduates are now employed in various jobs, ranging from clerical positions to managerial or executive roles. They have relevant skills and competencies in their current jobs, emphasizing the relevance of the program to their careers.

Graduates value both the economic benefits and the satisfaction derived from their chosen professions. The BA English program does not only equip graduates with the necessary skills but also contributes to their individual and professional growth. The acquired communication, critical thinking, and research capabilities have proven to be valuable assets in their work and daily lives.

With high ratings from the employers to the graduates and employees, the BA English program has effectively developed the skills and abilities that employers value in their workforce.



The program's curriculum, teaching and learning environment, and the expertise of the professors contribute to the graduates' success in securing employment and performing well in their chosen careers. The skills and knowledge gained from the program are evidently transferable and applicable in real-world contexts. The BA English Language program was able to produce impressive results for its students in terms of their preparedness for the workforce and the growth of their skill sets.

RECOMMENDATIONS

Considering the findings, the following are recommended:

1. In terms of the long-term career outcomes, it would be worthwhile to investigate how the careers of BA English students at Cavite State University have changed over time. One way to do this would be to conduct another tracer study three to five years from this study.
2. Alumni satisfaction and feedback, an in-depth survey, or qualitative interviews with BA English program graduates would shed light on their level of satisfaction with the program. This would be useful in determining which aspects of the program have been most instrumental to their success and which ones could be used to meet the needs of today's students.
3. Curriculum evaluation and development, a thorough evaluation of the AB English curriculum, including course offerings, teaching methods, and assessment strategies, could help pinpoint areas where the program needs to be updated or modified to meet the demands of the modern business world. Moreover, investigating the incorporation of new technologies and digital resources into the curriculum may improve the learning experience and equip students with marketable skills.
4. Graduates' networks and industry partnerships could be considered in the improvement of the curriculum.

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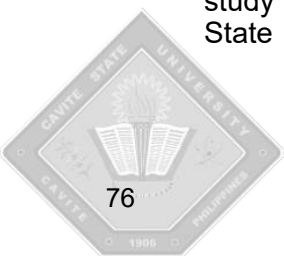
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