



Received: 10-11-2023  
Accepted: 20-12-2023

## International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

### Tracking the Employability and Career Trajectories of Bachelor of Physical Education Alumni: A Graduate Tracer Study

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#### Abstract

Higher education institutions are expected to offer employability skills and capabilities that potential employers would find desirable. This descriptive-quantitative study traced the alumni of the Bachelor of Physical Education program. This described the graduates in terms of their demographic profile, licensure examination, and employment status. Moreover, this also assessed the graduates' satisfaction with their present profession, the extent of program learning competencies, adequacy and applicability of the program in their present employment, and learning resources in the university. The online survey form was completed by 105 graduates. Results revealed that the majority of the graduates are now working as a teacher in private institutions and are satisfied with their present

profession. Their education and gained skills are extremely relevant to their current work. They thoroughly examined all of the competencies they learned at Cebu Normal University and confirmed that the program outcomes were appropriate and relevant. These graduates proposed that the University construct more activity centers, which are necessary for teaching Physical Education. It is also suggested that future research should study the experiences of the graduates, particularly those teachers who teach elementary and junior high school with a MAPEH subject as they are only experts in Physical Education. It is also advised to investigate the causes for those graduates who picked a path unrelated to their field of competence.

**Keywords:** Bachelor of Physical Education, Descriptive Research, Graduate Tracers Study, Employability, Teacher Education

#### Introduction

The employability of the graduates is one of the factors that will determine the success of an academic institution. It is a foundation for determining whether graduates are equipped with the knowledge, skills, and values necessary for employment in their respective fields. They are expected to be equipped with capabilities that can meet international standards (Berja, 2021) [4]. Related studies reveal that it is important for the institution to use a tracer study to determine the whereabouts of the graduates and the effectiveness of the program (Cuthbert *et al.*, 2016). Other research uses descriptive-survey quantitative research design to trace the students who graduated from the institution. This study will trace the Bachelor of Physical Education graduates of Cebu Normal University. The study will serve as a guide in the recognition of the graduates' employment situations and in identifying the abilities and skills that they can acquire to accomplish and succeed in their desired jobs (Caingcoy, 2022).

According to EduRank (2023), an independent metric-based ranking, Cebu Normal University has been awarded as part of the top 10 schools in Cebu City. Throughout the years the school is continuously producing top-tier teachers in the country. In the year 2018, Cebu Normal University implemented the CMO 80, series of 2017 which is to offer the Bachelor of Physical Education as a degree in education to students. Since then, there have been 2 successful batches of Bachelor of Physical Education students.

After graduation, students with bachelor's degree holders are likely to obtain employment (Carag, 2020) [6]. They are expected to be equipped with employable qualifications and ready in their field of expertise. "What are you working on now? Where?" are the questions that frequently arise after completing undergraduate studies and earning a bachelor's degree? This demonstrates how knowledge learned in lectures benefits not only students but also the general public Promono *et al.*, (2023). Every educational facility uses tracer studies as practical findings to ascertain the locations of graduates after they have

completed their tertiary education (Sevilla, 2017). It examines how higher education and employment are related and offers quantitative structural data on employment and career (Gines, 2014)<sup>[10]</sup>.

Producing outstanding graduates who are ready to enter the local and international labor market is one of the primary goals of the Commission on Higher Education (CHED). However, Global graduate unemployment is still worse despite major efforts by local and international development governments to alleviate it. In the Philippines, according to the Philippine Statistics Authority (2019) report. In regards to educational attainment, the unemployment rate for junior high school graduates was 28.2%, followed by 20.9% for university graduates and 8.2% for college freshmen in the latest report of PSA, the unemployment rate in January 2023 was expected to be 4.8 percent, corresponding to 2.37 million unemployed Filipinos. This data will show us an alarming situation as every year we are continuously producing competitive teachers however there will be no assurance that they can secure a job for themselves. This is an opportunity for the researchers to inspect whether the graduates of the Bachelor of Physical Education at Cebu Normal University successfully matched the career path pertinent to their education.

### Statement of the Problem

The study traces the graduates of the Bachelor of Physical Education at Cebu Normal University.

Specifically, this will describe the following:

1. Demographic profile in terms of:
  - 1.1 Profile of the Graduates
  - 1.2 Licensure Examination Status
  - 1.3 Employment
2. Graduates' satisfaction with their present profession.
3. The extent of the learning competencies they learn in CNU.
4. Adequacy of program content and teaching methods taught.
5. Applicability of the program content and teaching methods in their present employment.
6. Assessment of learning resources in CNU.

### Methodology

#### Research Design

The researchers utilized a descriptive-survey quantitative research design. Descriptive research endeavors to be specific and methodically represent a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions (McCombes, 2019). This study approach was considered appropriate since the objective was to trace the employment status of the graduates of Bachelor of Physical Education.

#### Respondents and Sampling Design (Stratified Random Sampling)

The research respondents are the graduates of the Bachelor of Physical Education at Cebu Normal University. There are two batches of graduates with the degree program and the study was able to gather 105 respondents from the two batches.

Year of Graduates	Number	Percentage
2021-2022	57	54.29%
2022-2023	48	45.71%
Total	105	100%

The table shows the list of years in which respondents graduated. Of the 105 respondents, 57 (54.29 %) graduated in the year 2021-2022 while there are 48 (45.71 %) in the year 2022-2023. Thus, most of the respondents were from the 2021-2022 batch.

### Locale

This research was conducted at Cebu Normal University-Main Campus located at Osmeña Blvd, Cebu City. The school is one of the pioneering schools that offers a Bachelor of Physical Education as a degree program. According to Cebu Normal University's official website since 2011 the College of Teacher Education program is accredited by the AACCUP (Accrediting Agency of Chartered Colleges and Universities of the Philippines). Cebu Normal University passed the level IV accreditation, the first among the AACCUP members to do so.

### Instrumentation

This study utilized standardized questionnaires for the Graduate Tracer Survey adapted from several studies, most prominently on the Commission on Higher Education. The questionnaire comprises general information, educational background, licensure exam status, and employment profile. This is designed to be accomplished within 15 minutes. The researchers make use of data that is relevant to the study.

### Data Gathering Procedure

The list of graduates was taken from the registrar's office. Using the Stratified Random Sampling design, the questionnaires were disseminated personally to respondents. Social media like email and Facebook have been adopted. After gathering the data, the responses were analyzed and used as our basis for the results and discussion.

### Data analysis

The collected data was examined using descriptive analysis. We employ the three fundamental categories of measures—measures of central tendency, measurements of variability (or spread), and measures of frequency distribution—to quantitatively summarize the properties of raw, and ungrouped data (Hayes, 2023). This information will be presented numerically in the manuscript's text, tables, or figures (Vetter, 2017)<sup>[17]</sup>.

### Ethical Consideration

This study emphasizes the importance of research involvement, the study's purpose, participants' participation duration, procedures, and research acknowledgment. The study aims to benefit the educational sector and the body of knowledge by tracing graduate students. Respondents were encouraged to participate without fear of risks, and the results and suggestions were available. Researchers considered alternative methods for data collection. In addition, Confidentiality was maintained, and there was a discussion on the extent of privacy of the records. It also specifies who was allowed to access the information. Furthermore, researchers used standardized questions through Google Forms, with compensation and treatment for emotional distress provided. Respondents have the option to withdraw at any time, and their data were not used in the study. The informant consent form had to be signed by the respondents. Each survey respondent freely signed the informant consent form, and their answers were kept

private. A 20 peso gift of gratitude was offered at the end of the survey, and the researchers ensured that there were no conflicts of interest among the respondents and guaranteed citation of the study's results.

**Results and Discussion**

**Table 1:** Demographic Profile

Age	Percentage
22	15.2%
23	52.40%
24	30%
25	1.90
<b>TOTAL</b>	<b>100%</b>
Sex	Percentage
Female	64.8%
Male	35.2%
<b>TOTAL</b>	<b>100%</b>
Civil Status	Percentage
Single	98.1%
Married	1.9%
<b>TOTAL</b>	<b>100%</b>
Reason for taking the course	Percentage
High grades in the subject areas related to the course	17%
Good grades in high school	15.1%
Influence of parents or relatives	21.7%
Peer Influence	19.8%
Inspired by a role model	41.5%
Strong passion for the profession	61.3%
Prospect for immediate employment	25.5%
Status or prestige of the profession	11.3%
Availability of course offering in CNU	28.3%
Prospect of career advancement	21.7%
Affordable for the family	25.5%
Prospect of attractive compensation	3.8%
No particular choice or no better idea	6.6%
Other( Opportunity to integrate my talent in dancing and singing, and explore different sport)	0.9%

The profile of the graduates is shown in Table 1.1. The findings show that the largest prevalence (52.40 %) is among those who are 23 years old. While the prevalence rate is lowest among people under 25. With 64.8% of the responses, women made up the majority of the sample. On the other hand, just 35.2% of the participants are men. As a result, there are more female than male respondents. This supports the study done by Dones (2013), which found that, according to the United Nations Statistics Division, women outweigh men in the teaching profession. According to the profile of graduates, 98.1% of respondents are unmarried. In contrast, only 1.9% of respondents reported being married. The information also shows why the respondents chose to get a bachelor's degree in physical education. The graduates chose the program because they were motivated by a role model (41.5%), because it was available (28.3%), and because they could potentially find work right away (25.5%). Thus, the majority of graduates (61.3%) have a great passion for their line of work. These results imply that the university is keeping its promise to provide worthy but poor students with a top-notch education. Economics should be the main consideration when selecting a school (Ocampo & Belecina, 2017).

LET PASSER	Percentage
Passed	29.5%
Failed	20%
Did Not Take	50.5%
<b>TOTAL</b>	<b>100%</b>

Table 1.2 shows the licensure examination status of the graduates. The majority of the data shows 50.5% of the graduates did not take the licensure examination while 29.5% of the graduates are Licensure Examination for Teachers (LET) passers. However, some respondents answered did not take it as they were still waiting for the results of the LET examination.

EMPLOYMENT STATUS	Percentage
Employed	77.9%
Unemployed	22.1%
<b>TOTAL</b>	<b>100%</b>
TYPE OF EMPLOYER	Percentage
Government	15.5%
Private	84.5%
<b>TOTAL</b>	<b>100%</b>
NATURE OF CURRENT WORK	Percentage
Teaching	63.1%
BPO	21.4%
Others	15.5%
<b>TOTAL</b>	<b>100%</b>
LEVEL TAUGHT	Percentage
Kinder	2.74%
Elementary	19.18%
Junior	36.98%
Senior High	36.98%
Tertiary	21.92%
<b>TOTAL</b>	<b>100%</b>

Table 1.3 shows the employment status of the graduates. The data shows 77.9 % of the graduates are employed while 22.1 % are unemployed. Thus, most of the graduates are employed. Furthermore, Abas *et al.* (2020) stated that more graduates are employed than unemployed. It is supported by a study by Acosta (2016), which found that a high rate of employment among the college's graduates indicates that the college has successfully carried out its mission, function, and responsibility as a higher education institution to prepare future elementary and secondary teachers with high-quality pre-service education. For their type of employer, the data shows that 84.5 % of the graduates are currently employed in private institutions. While 15.5 % of the graduates work in a public institution. This supports the study of Reusia & Rogayan (2020) that most of the graduates are working in a private institution since teaching experience and license are requirements in public schools. In the Philippines, teachers are considered a highly regarded profession. They are viewed as a catalyst of change and nation-builders (Rogayan, 2018). This research shows the majority of the data: 63.1 % of the graduates are in the

teaching field while 21.4 % are in the BPO industry. However, 15.5 % are not related to the teaching or BPO industry. The data also shows that most graduates are teaching Junior and Senior high school. While few graduates are teaching Kindergarten. The outcome is consistent with Nivera's (2013) finding that the graduates' present jobs are acceptable for their degrees, indicating that they are not underemployed.

**Table 2: Satisfaction with the Present Profession**

ASPECT	M	SD	INTERPRETATION
Position	21.5	15.20	Very Satisfied
Salary	20.7	14.64	Satisfied
Fringe benefits	19.9	14.07	Satisfied
Job security	20.7	14.64	Satisfied
Awards and Recognition	21.9	15.49	Very Satisfied
Opportunity for training	22.2	15.27	Very Satisfied
Personal fulfillment	21.6	15.27	Very Satisfied
Job prestige	23.8	16.83	Very Satisfied
<b>AVERAGE MEAN</b>	<b>21.5</b>	<b>15.20</b>	<b>Very Satisfied</b>
Range:			
21.01 - 23.00	<b>Very Satisfied</b>		
19.01 - 21.00	<b>Satisfied</b>		
17.01 - 19.00	<b>Neutral</b>		
15.01 - 17.00	<b>Dissatisfied</b>		
13.01 - 15.00	<b>Very Dissatisfied</b>		

Table 2 shows the satisfaction of the graduates with their current profession. The majority of the graduates' answers were very satisfactory in all aspects. This indicates that the teachers feel satisfied in their careers. According to Abulon and Rungduin (2015), graduates of teacher education programs observed that teaching is a career that is held in the highest regard and admiration.

**Table 3: Extent of Competencies Learning in CNU**

ASPECT	M	SD	Interpretation
Communication	31.6	22.34	Very Extent
Life & Career	30.7	21.71	Very Extent
Critical Thinking	31.7	22.42	Very Extent
Instruction & Assessment	31.3	22.13	Very Extent
Knowledge & Technical Information, Media, & Technology	31.7	22.42	Very Extent
Leadership	31	21.64	Very Extent
Research & Innovation	30.6	21.56	Very Extent
Research & Innovation	31.9	22.56	Very Extent
Content Based	31.4	22.20	Very Extent
Problem Solving	31.4	22.20	Very Extent
Human Relations	31.3	22.13	Very Extent
<b>AVERAGE MEAN</b>	<b>31.3</b>	<b>22.13</b>	<b>Very Extent</b>
Range:			
30.01 - 32.00	<b>Very Extent</b>		
28.01 - 30.00	<b>Extent</b>		
26.01 - 28.00	<b>Limited</b>		
24.01 - 26.00	<b>Very Limited</b>		
22.01 - 24.00	<b>Not at all</b>		

Table 3 shows the helpful skills that respondents considered essential in their first job. Research and innovation got 31.9 which is the highest percentage rate in all skills. This result proves that the school's vision "A leading multidisciplinary research university of education committed to building a strong nation" was adhered to and inculcated by students.

However, the data shows that life and career got the lowest percentage when it comes to the skills that they see as helpful in their first job. This negates the study of Reusia & Rogayan (2020) as they found life and career as one of the useful competencies learned by the graduates.

**Table 4: Adequacy of Program Content and Teaching Methods Taught**

ASPECT	Mean	SD	Interpretation
General Education Course	30	21.21	Adequate
Professional Education Courses	30.5	21.57	Very Adequate
Teaching Method	31.4	22.20	Very Adequate
Pedagogy	31.2	22.06	Very Adequate
Lecture	30.5	21.57	Very Adequate
Oral Presentation	30.8	21.78	Very Adequate
Project Work	29.1	20.58	Adequate
Research Review and Critiquing	31.1	21.99	Very Adequate
Small Group/Panel Discussion	29.8	21.07	Adequate
Modular	27.3	19.30	Limited
Contract Assignment	28.7	20.29	Adequate
Independent Study	29.5	20.86	Adequate
Field trips	21.7	15.34	Not at all
<b>AVERAGE MEAN:</b>	<b>29.4</b>	<b>20.79</b>	<b>Adequate</b>
Range:			
30.01 - 32.00	<b>Very Adequate</b>		
28.01 - 30.00	<b>Adequate</b>		
26.01 - 28.00	<b>Limited</b>		
24.01 - 26.00	<b>Very Limited</b>		
22.01 - 24.00	<b>Not at all</b>		

The data shows that the teaching method got the highest prevalence rate while field trips got the lowest. This is evident that the teaching method is very crucial in their field of expertise which is Physical Education and field trips are not necessary.

**Table 5: Applicability of program content and teaching methods in their present employment**

ASPECT	M	SD	Interpretation
General Education Course	24.7	17.47	Very Applicable
Professional Education Courses	25.3	17.89	Very Applicable
Teaching Method	25.5	18.03	Very Applicable
Pedagogy	25.1	17.75	Very Applicable
Lecture	24.8	17.54	Very Applicable
Oral Presentation	24.6	17.39	Very Applicable
Project Work	24.5	17.32	Very Applicable
Research Review and Critiquing	24.4	17.25	Very Applicable
Small Group/Panel Discussion	25.3	17.89	Very Applicable
Modular	21.7	15.34	Neutral
Contract Assignment	23.7	16.76	Applicable
Independent Study	25.3	17.89	Very Applicable
Field trips	19.9	14.07	Unapplicable
<b>AVERAGE MEAN:</b>	<b>24.2</b>	<b>17.11</b>	<b>Very Applicable</b>
Range:			
24.01 - 26.00	<b>Very Applicable</b>		
22.01 - 24.00	<b>Applicable</b>		
20.01 - 22.00	<b>Neutral</b>		
18.01 - 20.00	<b>Unapplicable</b>		
16.01 - 18.00	<b>Very Unapplicable</b>		

Table 5 shows the application of curriculum content and instruction techniques in their current jobs. The data shows that the teaching method got the highest percentage rate which the respondents see as very applicable while the field trips got the lowest which shows that the respondents see this as not applicable. The graduate found this outcome effective in their work as a Physical education teacher since the subject matter promotes kinesthetic learning. Thus, the majority of the data shows that the respondent sees all aspects as very applicable in their current job.



**Table 6: Assessment of learning resources in CNU**

ASPECT	M	SD	INTERPRETATION
Library	30.3	21.43	Very Extent
Laboratory	25.8	18.24	Limited
Equipment	25.6	18.10	Limited
Classroom	27.7	19.59	Extent
Activity Center	25.1	17.75	Limited
Students lounge	26.3	18.60	Limited
Human Resources	26.9	19.02	Limited
Administrator	28.7	20.29	Extent
Faculty	29.6	20.93	Very Extent
School Staff	29.7	21.00	Very Extent
<b>AVERAGE MEAN</b>	<b>27.5</b>	<b>19.45</b>	<b>Extent</b>
<b>Range:</b>			
29.01 - 31.00	<b>Very Extent</b>		
27.01 - 29.00	<b>Extent</b>		
25.01 - 27.00	<b>Limited</b>		
23.01 - 25.00	<b>Very Limited</b>		
21.01 - 23.00	<b>Not at all</b>		

The table shows the assessment of learning resources in Cebu Normal University. The data shows that the majority of the graduates see the library, faculty, and school staff to a very extent while the activity center has the lowest prevalence rate. It contradicts the study of Gines (2014) [10] since the results of their study show that food services got the lowest percentage.

Therefore, although Cebu Normal University struggles with activity centers, this does not limit the extent of the university's resources as what the graduates believed. The fact that the other resources are still available suggests that the school was still able to provide its graduates with a high-quality education. The achievement of the graduates was greatly influenced by these facilities, which are crucial to their education.

**Conclusion**

Therefore, the graduates of Bachelor of Physical Education are employable and successful in their profession because the majority of the graduates are working by their field of expertise. This shows that the adequacy and applicability of their program prepares the graduates for their future labor and students are trained based on the needs of the job market.

**Recommendation**

The Bachelor of Physical Education program at the university should be continued, and the school's educational quality should be maintained. According to the study, Cebu Normal University should build additional activity centers because they are essential in teaching Physical Education. It is also suggested that the school should offer pre-review assistance to the graduates as the majority of the graduates did not take the board exam. It is advised that future research establish the experiences of the graduates, particularly those teachers who teach elementary and junior high school with a MAPEH subject as they are only experts in Physical Education. It is also advised to investigate the causes for those graduates who picked a path unrelated to their field of competence.

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