

# Teacher Education Graduates: A Tracer Study

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**Abstract**—This study utilized the descriptive method of research. The respondents of the study were the 650 graduates of the Teacher Education programs from SY 2007-2012. Results of the study revealed the following: (1) On demographic characteristics of the 650 respondents, 455 or 70.0 percent fell on the age range of 21-30 years old, 351 or 54.00 percent are females, 485 or 74.62 percent of the teacher education graduates are still single, 466 or 71.69 percent have their salary as the source of family income; (2) On the occupational profile, 266 or 34.77 percent have a monthly family income of Php 16,000.00 to 20,999.00, 309 or 47.54 percent are employed in public schools, 359 occupy the position of a teacher, and 510 or 78.46 percent are permanent; (3) As to the adequacy of program elements, the course got the highest overall mean of 4.31 which means very adequate. Physical facilities obtained the lowest overall mean of 3.25 which means moderately adequate; and (4) The faculty of the College of Education is adequately provided by the university except for the physical facilities which is moderately adequate, which means that facilities should be given priority attention by the administration.

**Keywords**—current academic rank, demographic characteristics, teacher education, tracer study

## I. INTRODUCTION

Every year colleges and universities all over the country turn over to society a graduate ready to go out into the world. But how are they prepared to face life? Is diploma enough to guarantee that they will find a stable job? (Corpuz, 2000)

Employability according to Dumlao (2006) is the capacity to meet the minimum requirement for a special kind of work or position of employment. The occupational opportunities and the

nature of the job obtained after graduation can very well speak of the employability of graduates. The effectiveness can be judged according to the success or failure of the graduates to make use of their acquired skills and training for economic

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progress. Likewise, Brown and Hesketh (2004) defined employability as the relative chances of getting and maintain different kinds of employment.

Considering the vast and rapidly increasing number of students attending higher education, it is timely to look into the appraisal by the College of Education where they attained their bachelor's degree. Teacher education program being the hub of the teacher training is the pace setter for the whole educational enterprise. Its effectiveness and success should be the great concern not only of the College of Education but also of the entire educational system. Inefficiency in the teacher education programs (TEP) affect education at all levels. Hence, all those interested in educational programs have at stake seeing that they are fully efficient and effective in their operations. Moreover, the fact that our society is changing at an equally accelerated pace, institutions of higher education should undertake follow-up studies of the teacher education programs in order to deal with the future development of these programs.

### A. Theoretical Framework of the Study

This study leaned basically on the theory of Morell (1989), which stated that a basic premise of any treatment on program in the human service field is that some beneficial effects of the treatment will stay with the client for some reasonable length of time after the treatment has ended. If one is to have an accurate picture of the value of a program, it is important to develop an accurate estimate of the rate of attenuation phenomenon. If enough of the beneficial effects last for a long period of time, a program or treatment would be considered worthwhile.

The most important use of evaluation involved the study of how the effects of a given program changes over time, for numerous factors are constantly influencing the life of any individual and it is most unlikely that these factors will leave a person exactly as he or she was at the time when the treatment or program was terminated (Morell, 1989).

Suarez (1994) asserted that the importance of follow-up evaluation lies in its ability to assess a program's effect within the context of a person's continuing life experiences. Furthermore, follow-up evaluators can help assess the complex relationship which exists between treatments to a person's life experiences. Therefore, it is strongly felt that analysis of the responses from the students who have received their bachelor's degree at ESSU Main Campus would be of particular significance in evaluating the teacher education program of the said university.

### *B. Statement of the Problem*

This study was an evaluation of the teacher education graduates of Eastern Samar State University Main Campus from 2007 to 2012 (5 years) as input to appropriate intervention scheme.

Specifically, it sought answers to the following questions:

1. What is the demographic characteristics of the teacher education graduates of ESSU Main Campus in terms of:
  - 1.1 Age;
  - 1.2 Gender;
  - 1.3 Civil status; and
  - 1.4 Source of income?
2. What is the occupational profile of the respondents in terms of:
  - 2.1 Nature of employment;
  - 2.2 Present monthly income;
  - 2.3 Employment sector currently connected;
  - 2.4 Current position/Designation/Academic rank; and
  - 2.5 Current employment status?
3. How adequate are the program elements and physical facilities of the teacher education program as perceived by the graduates?
4. What are the problems encountered by the respondents in the pursuit of bachelor's degree?

### *C. Significance of the Study*

This study would be beneficial to the following :

**College of Education.** Results of this study will provide objective data and concrete evidence of the worth and quality of its teacher education programs, its effectiveness, adequacy and relevance to the graduates, personal, professional development and growth, socio-economic productivity and satisfaction.

**University Administration.** Findings of this study will provide insights on the adequacy and effectiveness of their teacher education programs, thereby providing them with sound bases for the formulation and implementation of better policies and appropriation to effect better quality teacher education.

**Instructors/Professors.** Results of this study will enable instructors/professors to deduce commendations that could be favorably and seriously considered by the institution authorities in curriculum planning. Further, they will be provided with knowledge on the achievement of the graduates which may in turn improve their services in the teacher education program.

**Researchers.** Results of this study will help the researchers of the College of Education undertake similar researches in their own so that adequate research on the teacher education programs will be conducted.

### *D. Scope of the Delimitation of the Study*

This study was an evaluation of graduates of the College of Education of ESSU Main Campus from March 2007 to March 2013 and limited only to the graduates of the teacher education program. This study delved into demographic characteristics of the graduates, their occupational profile, the

adequacy of program elements and physical facilities.

Questionnaire was used to gather the data to answer the questions formulated in the study and this was conducted from November, 2013 to October, 2015.

### *E. Definition of Terms*

The following terms were defined for clear and easy understanding of the study.

**Age of Graduates.** This refers to the chronological number of years the graduate has lived on earth as of last birthday.

**Current Academic Rank.** This is the present academic position attained by the respondents in the institution where he/she is working.

**Curriculum.** This refers to the program of studies that a student follow in a school to achieve a particular end (Revelen, 1983). It includes specially the whole body of course required for a degree outlined at ESSU Main Campus teacher education program.

**Demographic Characteristics.** This is the information about the personal profile or characteristics of the respondents which includes the following: age, gender, civil status, source of income, number of dependents, and highest educational attainment.

**Evaluation.** This is the assessment of the worth and/or a determination of merit phenomena as an outcome of the institutional endeavor, the instructional programs used in educational efforts and goals to which educational efforts are addressed (Popham, 1989). In this study it refers to the planned efforts of the researcher to gather the needed information through a questionnaire to be sent to the teacher education graduates of ESSU Main Campus from 2007 to 2013.

**Monthly Income.** This refers to the combined income of respondents and all working children if any, in supporting the needs of the family of the teacher education graduates.

**Permanent status.** This refers to the type of employment of the respondents wherein his/her work is continues and would last from 5 to 10 years up to the time he/she retires with corresponding benefits and privileges.

**Physical facilities.** These refer to the physical structures provided of the teacher education program such as building, rooms, equipment, laboratory apparatuses, machines such as computers, overhead projector, typewriters, paper cutter, machine duplicator, electric fans, television set, and the like that are utilized by teacher education students.

**Program Elements.** These refer to the part or the individual component of the teacher education program which include the characteristics of the faculty members, and the courses offered.

**Services.** These refer to the system or arrangement that supplies public needs or something done to help or benefit another (Webster's, 1985). In this study it refers to the services extended by the College of Education to the respondents while they are studying their bachelor's degree.

**Temporary status.** This refers to the type of employment of the respondents at the time of the study, wherein it is just for a short period of time only such as for a year, or two years.

## II. METHOD

This study utilized the descriptive-correlational method of research where researcher-structured questionnaire was used to gather primary data needed. According to Sanchez (1998), descriptive research describes and interprets what is. It is concerned with conditions and relationships that existed; practices that prevailed; beliefs, processes that are going on; effects that are being felt; or trends that are developing.

### A. Research Locale

The study was conducted in Eastern Samar where most of the graduates are located and in its nearby municipalities and provinces, where other graduates are residing. This included Tacloban City, Catbalogan Samar and other neighboring provinces and/or towns in Region VIII and Metro Manila.

### B. Respondents of the Study

The respondents of the study were the 650 graduates of the teacher education programs of the university from 2007- 2012.

### C. Research Instrument

The instrument used in the study was a modified questionnaire patterned from previous researchers who conducted similar studies. The questionnaire contained six parts which are as follows: Part I dealt on the demographic characteristics of the respondents (Pabelonia, 2008); Part II solicited information from the respondents occupational profile (Divino, et. al, 2011); Part III solicited information on the adequacy of program elements and physical facilities of the teacher education program (Pabelonia 2008).

### Validation of Instrument

A try out was conducted at the Teacher Education Department of Eastern Samar State University Salcedo Campus, Salcedo, Eastern Samar to ensure the validity of the instrument. The researchers personally administered the dry run of the research instrument to selected faculty members who just graduated their bachelor's degree. This was done in order to improve some items, which may be difficult to understand on the part of the respondents and to delete items which do not provide the needed data of the study.

### D. Data Gathering Procedure

Before administering the questionnaire, the researchers requested permission from the University President and the Dean of College of Education to conduct the study. After getting the list of graduates of the teacher education program from 2007 to 2012, the researchers reproduced copies of the questionnaire and personally administered the questionnaire to collect data from the respondents during the months of November 2013 to October 2015. A period of two years was devoted for this purpose.

The researchers visited each respondent to personally distribute the questionnaire. Later in the day, it was collected. However, there were cases that the questionnaires were not returned on that day due to one reason or another, a follow-up visit was made to collect said instrument. Also a prepaid return envelope was provided for the completed questionnaire of those who are in Metro Manila and neighboring provinces of

Eastern Samar. The respondents mailed the questionnaire to the researchers.

The researchers likewise asked from relatives the mobile phone numbers of the graduates and called the respondents for pertinent data about the study which were specified in the questionnaire.

### E. Data Analysis

Mean and percentage were computed for the demographic and other primary data obtained. To test the two null hypotheses, the Cramer's V Correlation Coefficient was computed. The level of significance was set at .05 level for rejecting and accepting the null hypothesis.

## III. RESULTS

The succeeding tables present the demographic characteristic of teacher education graduates of ESSU main campus, which were indicated by their age, gender, civil status, and sources of income.

TABLE I. AGE OF TEACHER EDUCATION GRADUATES OF ESSU MAIN CAMPUS, FROM SY 2007 TO 2013

Age	Frequency	Percent
41 to 50 years old	1	0.15
31 to 40 years old	194	29.85
21 to 30 years old	455	70.00
Total	650	100.0

Age. Table 1 presents the data on the distribution of age of teacher education graduates. Of the 650 respondents, 455 or 70.0 percent fell on the age range of 21-30 years old, 194 or 29.85 percent were on the age range 31-40 years old, 1 or 15.0 percent was on the age range 41 to 50 years old.

It can be inferred from the findings that most of the teacher education graduates were literally at their fairly young adulthood stage and the normal age for students who just graduated from college education.

TABLE II GENDER OF TEACHER EDUCATION GRADUATES OF ESSU MAIN CAMPUS, FROM SY 2007 TO 2013

Gender	Frequency	Percent
Male	299	46.00
Female	351	54.00
Total	650	100.0

Gender. As Reflected in Table 2, of the 650 respondents, 351 or 54.00 percent were females and 299 or 46.00 percent were males. This means that those teacher education graduates were dominated by females.

TABLE III CIVIL STATUS OF TEACHER EDUCATION GRADUATES OF ESSU MAIN CAMPUS, FROM SY 2007 TO 2013

Civil Status	Frequency	Percent
Single	485	74.62
Married	160	24.61
Widowed	5	0.77
Total	650	100.0

Civil Status. Table 3 shows the civil status of teacher education graduates. It can be gleaned from the table that 485 or 74.62 percent of the teacher education graduates are still

single, 160 or 24.61 percent are already married, and 5 or 0.77 percent are widowed/widower. The data presented indicated that most of the teacher education graduates are still single.

TABLE IV. SOURCES OF FAMILY INCOME OF TEACHER EDUCATION GRADUATES OF ESSU MAIN CAMPUS, FROM SY 2007 TO 2013

Sources of Family Income	Frequency	Percent
Salary/Wage/Honorarium/ Bonus/Allowance/ Business	466	71.69
Others (Commission)	159	24.46
	25	3.85
Total	650	100.0

Sources of Family Income. As reflected in Table 4, of the 650 teacher education graduates who were respondents of the study, 466 or 71.69 percent were having salary/wage/honorarium/bonus/allowance as their source of family income, 159 or 24.46 percent were receiving income from their business, and 25 or 3.85 percent were receiving commissions as their source of family income.

#### A. Occupational Profile

This study also looked into the occupational profile of the teacher education graduates of ESSU from school years 2007 to 2013. Occupational profile was indicated by the monthly family income, employment sector currently connected, current position/designation/academic rank, and current employment status.

TABLE V. MONTHLY FAMILY INCOME OF TEACHER EDUCATION GRADUATES OF ESSU MAIN CAMPUS, FROM SY 2007 TO 2013

Monthly Family Income	Frequency	Percent
Php26,000 to 30,999	18	2.77
Php21,000 to 25,999	105	16.15
Php16,000 to 20,999	226	34.77
Php11,000 to 15,999	45	6.92
Php6,000 to 10,999	163	25.08
Php5,999 and below	93	14.31
Total	650	100.0

Monthly Family Income. As reflected in Table 5, 226 or 34.77 of the teacher education graduates were having a monthly family income of Php 16,000.00 to 20,999.00, 163 or 25.08 percent were having an income of Php 6,000.00 to Php 10,999.00, 105 or 16.15 percent were having an income of Php21,000.00 to Php25,999.00, 93 or 14.31 percent were having Php5,000.00 and below, 45 or 6.92 percent were having an income of Php11,000.00 to 15,999.00 and 18 or 2.77 percent were having Php26,000.00 to Php 30,999.00.

These results mean that the teacher education graduates were receiving the basic salary of teachers as their monthly family income. These income levels are little bit higher than the poverty line or higher than the income level of people in Eastern Samar. Hence, graduating from the teacher education course helped them earn an income to support the needs of their families.

Employment Sector. Table 6 presents the employment sector of the teacher education graduates. It shows that of the 650 respondents, 309 or 47.54 percent were employed in public schools, 149 or 22.92 were self-employed, 97 or 14.23 percent were employed in other government agencies aside from public schools, 86 or 13.23 percent were employed in private schools,

and 9 or 1.39 percent were employed in non-government agencies or organizations.

This result means that mostly the teacher education graduates are employed as teachers in public schools. This implies that graduates of the College of Education are applying what they learned in their college education.

TABLE VI. EMPLOYMENT SECTOR OF TEACHER EDUCATION GRADUATES OF ESSU MAIN CAMPUS, FROM SY 2007 TO 2013

Sector	Frequency	Percent
Public Schools	309	47.54
Private Schools	86	13.23
Government Agency	97	14.92
Non-Government Agency	9	1.39
Self-employed	149	22.92
Total	650	100.0

Current Position. Reflected in Table 7 is the current position of the teacher education graduates. It shows that of the 650 respondents, 359 were occupying the position of a teacher, 145 or 22.30 percent were already occupying the position of a first level manager, 135 or 20.77 percent were occupying the ordinary utility position, 4 or 0.62 percent were already Master Teachers or Head Teachers, and 2 or 0.31 percent were occupying the Instructor position.

TABLE VII. CURRENT POSITION OF TEACHER EDUCATION GRADUATES OF ESSU MAIN CAMPUS, FROM SY 2007 TO 2013

Current Position	Frequency	Percent
Instructor	2	0.31
Teacher	359	55.23
Master/Head Teacher	4	0.62
Ordinary Utility	135	20.77
Middle Level Manager	5	0.77
First Level Manager	145	22.30
Total	650	100.0

Employment Status. As shown in Table 8 is the employment status of the teacher education graduates. Of the 650 graduates, 510 or 78.46 percent were already occupying a permanent status of employment, while 140 or 21.54 percent were still in their temporary status of employment.

TABLE VIII. EMPLOYMENT STATUS OF TEACHER EDUCATION GRADUATES OF ESSU MAIN CAMPUS, FROM SY 2007 TO 2013

Employment Status	Frequency	Percent
Permanent	510	78.46
Temporary	140	21.54
Total	650	100.0

#### B. Adequacy of Program Elements

Another objective of the study is to determine the adequacy of program elements of the College of Education of ESSU main campus. This was indicated in terms of faculty, course and physical facilities.

Faculty. As reflected in Table 9, the students rated the item "Teachers utilize varied teaching techniques and strategies" with the highest mean value of 4.42, which means "Very Adequate", and the item "Teachers utilize varied instructional materials" got the lowest mean score of 3.96, which means "Adequate".

TABLE IX: ADEQUACY OF PROGRAM ELEMENTS OF THE COLLEGE OF EDUCATION OF ESSU MAIN CAMPUS SY 2007 TO 2013 IN TERMS OF FACULTY

Items	Mean	Interpretation
1. Teachers utilize varied teaching techniques and strategies.	4.42	Very Adequate
2. Teachers are competent and possess excellent teaching abilities.	4.38	Very Adequate
3. Teachers utilize varied instructional materials.	3.96	Adequate
4. Teachers had developed interest in the student and are available for student advising.	4.10	Adequate
5. Teachers are accommodating with excellent advising ability of the thesis.	4.04	Adequate
Overall Mean	4.18	Adequate

The overall mean rating obtained was 4.18 which means adequate in the qualitative description. This means that the faculty of the College of Education is adequately provided by the university. Emphasis are oftentimes teachers are observed by the graduates to be competent, possess excellent teaching abilities, utilize varied teaching techniques and strategies, and are available for student advising. This implies that having an active concern for the students, these graduates were able to develop knowledge and skills about education. This is an avenue for them to develop skills of teaching which they can use as excellent teachers in the DepEd in the future.

Course. Table 10 shows the data on the adequacy of program elements of the College of Education. It shows that item “The contribution of the total program and areas of specialization to your professional profession” got the highest mean rating of 4.46, which means “Very Adequate” while the item “The depth of course” got the lowest mean score of 4.18, which means “Adequate”.

The overall mean rating computed was 4.31 which means very adequate in the qualitative description. Results revealed that the course taken by the teacher education graduates provided them very adequate knowledge, skills and abilities in developing them as specialized professional teachers.

TABLE X. ADEQUACY OF PROGRAM ELEMENTS OF THE COLLEGE OF EDUCATION OF ESSU MAIN CAMPUS SY 2007 TO 2013 IN TERMS OF COURSE

Items	Mean	Interpretation
1. The variety of subject covered	4.40	Very Adequate
2. The depth of course	4.18	Adequate
3. The way courses were presented	4.22	Very Adequate
4. The contribution of the total program and areas of specialization to your professional profession	4.46	Very Adequate
5. The contribution of courses to personnel & social well being	4.28	Very Adequate
Overall Mean	4.31	Very Adequate

Physical Facilities. Table 11 reflects that the physical facilities of the College of Education was moderately adequate considering that the overall mean score computed was 3.25.

The highest mean rating of 4.16 was on the item “Chairs”, which means “Very Adequate”, and the item “Fax machine” got the lowest mean rating of 2.40 which mean “Inadequate”.

Results revealed that the provision of the physical facilities of the College of Education is moderately adequate. Most of the moderately adequate provision of facilities are typewriter, overhead projector, LCD, machine duplicator, risograph, water dispenser, Xerox machine, and telephones. While the fax machine and the internet are inadequately provided.

TABLE XII. ADEQUACY OF PHYSICAL FACILITIES OF THE COLLEGE OF EDUCATION OF ESSU MAIN CAMPUS SY 2007 TO 2013

Items	Mean	Interpretation
1. Computer	3.68	Adequate
2. Typewriter	2.94	Moderately Adequate
3. Overhead Projector	3.62	More than Adequate
4. LCD	3.32	Moderately Adequate
5. Machine Duplicator	2.96	Moderately Adequate
6. Electric Fans	3.62	Adequate
7. Risograph	2.84	Moderately Adequate
8. Tables	4.08	Adequate
9. Chairs	4.16	Adequate
10. Water Dispenser	3.18	Moderately Adequate
11. Xerox Machine	3.12	Moderately Adequate
12. Cabinets	3.46	Adequate
13. Telephone	2.82	Moderately Adequate
14. Internet	2.48	Inadequate
15. Fax machine	2.40	Inadequate
Overall Mean	3.25	Moderately Adequate

Table 12 presents the summary of the results on adequacy of program elements of the College of Education of ESSU. It showed that based on the ratings of the respondents, course got the highest overall mean of 4.31, which means very adequate. Physical facilities obtained the lowest overall mean of 3.25, which means moderately adequate. The grand mean computed was 3.91, which means adequate. This means that the course was adequately provided by the College of Education of ESSU, while physical facilities were not. This means that physical facilities need to be given priority attention by the administration.

TABLE XII. SUMMARY OF RESULTS ON ADEQUACY OF PROGRAM ELEMENTS

Indicators	Overall Mean	Interpretation
1. Faculty	4.18	Adequate
2. Course	4.31	Very Adequate
3. Physical Facilities	3.25	Moderately Adequate
Grand Mean	3.91	Adequate

### C. Problems Encountered by Teacher Education Graduates

This study likewise determined the problems encountered by teacher education graduates in their pursuit in bachelor’s degree.

As shown in Table 13, there were five items identified by the respondents as their problems. First was the item “Ambiguous

types of periodical examinations” 594 or 91.38 percent answered yes; second, 589 or 90.62 percent answered yes on the item “Lack of laboratory facilities for experiment”; third, 583 or 89.69 percent answered yes on item “Lack of materials for laboratory experiment”; fourth, 321 or 49.38 percent answered yes on the item “Lack of instructional facilities and materials”; and fifth, 320 or 49.23 percent answered yeas on the item “Too many written academic requirements”.

TABLE XIII. PROBLEMS ENCOUNTERED BY TEACHER EDUCATION STUDENTS IN THE PURSUIT OF BACHELOR’S DEGREE AT ESSU MAIN CAMPUS

Items	Yes		No	
	f	%	f	%
1.Unsystematic instructional methods	42	6.46	608	93.54
2.Lack of specific academic preparation for periodical examinations	35	5.38	615	94.62
3.Lack of enthusiasm among faculty members	38	5.85	612	94.15
4.Unapproachable faculty members	39	6.00	611	94.00
5. Obsolete library materials and facilities	81	12.46	569	87.54
6.Lack of laboratory facilities for experiment	589	90.62	61	9.38
7.Lack of materials for laboratory experiment	583	89.69	67	10.31
8.Ambiguous types of periodical examinations	594	91.38	56	8.62
9.Lack of instructional facilities and materials	321	49.38	329	50.62
10.Too many written academic requirements	320	49.23	330	50.77

Results revealed that the graduates found it difficult answering ambiguous examinations prepared by teachers and too many requirements assigned to them. In addition, they suffered many problems in complying their requirements because of inadequate laboratory facilities and materials for them to conduct their experiments, and inadequate instructional facilities and materials.\

#### IV. CONCLUSION

Based on the findings of the study, the following conclusions are drawn: (1) A greater number of the teacher education graduates were literally at their fairly young adulthood stage, were dominated by females, still single, and were having salary/wage/honorarium/bonus/allowance as their source of family income; (2) The teacher education graduates were receiving the basic salary of teachers as their monthly family income. Thus, graduating from the teacher education course helped them earn an income to support the needs of their families. They are employed as teachers in public schools, occupying the position of a teacher, and were already occupying a permanent status; (3) The faculty of the College of Education is adequately provided by the university, course taken by them provided very adequate knowledge, skills and abilities in developing them as specialized professional teachers, and the physical facilities of the College of Education is provided moderately adequate, which means that facilities should be given priority attention by the administration; and (4) Ambiguous types of periodical examinations, lack of laboratory facilities and materials for experiment, lack of instructional facilities and materials and too many written academic requirements are problems encountered by the teacher education graduates.

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