

# Tracer Study of Bachelor of Physical Education Graduates of Philippine Normal University North Luzon, Philippines

Jane N. Cariaga, Norabel M. Garma, Eman Jay V. Gaspar, Gerald M. Guillermo, Ginnie Rayvenne C. Gumaru, Vincent hope A. Jimenez, Ace Rose Theodore M. Lappay

Philippine Normal University North Luzon, Philippines

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## ABSTRACT

This tracer study documented the status of employment of the Physical Education graduates of Philippine Normal University North Luzon, school year 2013-2017 which focused three-pronged objectives that which pertaining to employability and employment status, the level of satisfaction in regard to the university services, learning environment and facilities and extent to which the skills learned in the university such as communication skills, leadership skills, human relations skills, problem-solving skills, research skills, knowledge and technical skills and competency skills are being applied in the present work environment. This physical education tracer study employed survey method of reseach to sixty-four (64) physical education graduates whose age ranged from 21-22 years old and who passed the Licensure Examination for Teachers. Majority of the respondents are males. Batch 2017 got the highest percentage passing of the Licensure Examination percentage. In the gathering of data, the field researchers visited the graduates personally. Others were contacted through their social media accounts. This study revealed that 92% were employed and that the university is percieved by the respondents a great factor in employment, and hence, despite disproportional job vacancies compared to graduates there are still bright chances to get a job after graduation through applicatio. 90.06% (64 out of 58) were hired within their area of specialization, and the level of satisfaction in regard the university services, learning environment and facilities is satisfactory but research skills got the lowest mean of 3.32 while leadership skills obtained the highest mean of 3.82. The study recommends that the results be considered in the enhancement of the Bachelor in Physical and Health Education (BPHE) curricular program of the University.

**Keywords:** tracer study, graduate employability, graduate tracer sudy, higher education, employment status, CHED tracer

## INTRODUCTION

The Commission on Higher Education (CHED) mandates all State Universities and Colleges like Philippine Normal University North Luzon, Philippines to conduct tracer study to keep tract of the graduates.

According to Gines (2014), Commission on Higher Education (CHED) requires all Higher Education Institutions (HEI's) to conduct a tracer studies in addition to it being a requirement for accreditation. The Commission on Higher Education (CHED) mandates all State Universities and Colleges like Philippine Normal University North Luzon, Philippines to conduct tracer study to keep tract of the graduates.

Tracer study is commonly used by tertiary institutions to identify where graduates are going, a reflection of curricular inputs. It is an appraisal instrument to determine the extent of effectiveness, ineffectiveness, and weaknesses of a program in Higher Education (ILO Thesaurus, 2005). It aims to assess, determine, identify, and trace what becomes of the students status in their courses or programs (Sito, Alawas, Alvaro, Azupardo, Cawat, Parcasio, & Mina, 2007; Ursua & Monserate, 2007; Figueras, 2006; Simeon, 2005; Nicolas, 2010; Carreras and Durante, 2007; Echaveria, Paclibar, Ohao, & Amb ut, 2002). It enables the institution of higher education to get information on possible deficits in a given educational program which can serve as bases for curricular improvement (Schomburg, 2003). The

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Nicolas, 2010; Carreras and Durante, 2007; Echaveria, Paclibar, Ohao, & Ambut, 2002). It enables the institution of higher education to get information on possible deficits in a given educational program which can serve as bases for curricular improvement (Schomburg, 2003).

Graduate employment rates are often used in Australian universities as a key performance indicator in relation to teaching and learning outcomes. <https://www.tandfonline.com/doi/abs/10.1080/11745398.2003.10600909>

Resentera and Kahn (2020) said that employability has developed into a key component of the policies of higher education institutions (HEIs) worldwide, whereby students are equipped with marketable skills for the labor market. Higher Education Institutions (HEIs) are challenged to prepare students to be agents to enhance human emancipation, rather than merely as 'employable' individuals serving the needs of the labor market for their financial interests. <https://www.tandfonline.com/doi/full/10.1080/14767430.2020.1805277>.

Tertiary education trains individuals with the abilities required in the field, imparts and equips knowledge and instill skills that are relevant, helps to internalize appropriate characteristics which empower them to be profitably recruited.

The essence of higher education institution is to hone, develop and prepare college students properly in their chosen career and Philippine Normal University North Luzon, Indigenous Peoples Education Hub is recognized as producing quality and effective teachers.

The Philippine Normal University is known as the National Center for Teacher Education by the virtue of R.A. 9647, but emerged into Indigenous Peoples Education Hub. The institution ensures that graduates have the greatest probability of passing the Board Licensure Examination for Professional Teachers (BLEPT). Moreover, the university used Outcome-Based Teacher Education Curriculum (OBTEC), offers exit examinations and various seminars, workshops and conferences to enhance its curricula.

According to the PNU Normal Lights Vol. 7 (2013), high LET performance predicts good teaching performance, similar to our study which aims to find out whether the LET performance affected the performance of the graduates.

As stated in the tracer study of Cardona and Andres (2014), with respect to the adequacy of the university's facilities during the time the respondents were pursuing their undergraduate programs at PNU, they claimed that the library and classrooms were moderately adequate for their needs, while the laboratory and equipment were not quite adequate.

A job mismatch was studied by ILO Bureau for Employers' Activities (ACT/EMP) and the Employers Confederation of the Philippines (ECOP) (2015). The research identified three main factors behind the mismatch: 1) weak labor market information system, 2) inadequate training, and 3) weak support for science and technology <https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdps1926.pdf>.

Carag (2020) traced the employability of the Physical Education Graduates in Northern Philippines. The result showed that 60% of the graduates were employed in government and private entities in any capacity. Twenty-eight (28%) of the graduates were employed in teaching positions. The result serves as eye opener for

management to revisit its curriculum specifically in areas of faculty and instruction with special emphasis on licensure examination performance, admission and retention <https://www.psychosocial.com/article/PR261282/30318/>. San Miguel (2019) in his study found out that majority of the respondents got their job through recommendations and others were walk in applicants. Diana (2015) in her tracer study concluded that all skills learned and training received in the undergraduate program were relevant in the respondents' current employment. Baking et.al. (2015), stressed the idea that employability and productivity are central issues in the strategic direction of higher education institutions. The employability of the graduate students is an indicator of the university's performance.

According to Yorke (2004) employability demonstrates skills, understandings and personal attributes-that make graduates easy to be employed and successful in their chosen occupations that eventually benefits themselves, the workforce, the community and the economy.

In the tracer study of the College of Engineering and Architecture graduates of La Salle University who graduated 2009-2013, the main objective of the tracer study was to examine the changes in the career pattern of the graduates in order to provide a basis of evaluation for quality assurance of the development of the institution (Schomburg, 2003).

According to Egesah (2014), output in graduate tracer studies are bases to gauge the effectiveness of the programs of universities or higher education institutions. Further, tracer studies explains the relevance of the conditions and services provided by the higher education institutions and the graduate's performance in the labor market (Teichler, 2011; Schomburg and Teichler, 2011; Herrmann, 2010).

Schomburg (2011) enumerates reasons for undertaking tracer studies and these are for program and job market, ranking of individual universities and bases for decision making on quality education of institutions.

According to Peacock (2007), "unemployment means poor educational qualification". This connotes the realities happening within and outside the university which is why any educational institution augments its curriculum by organizing seminar-workshops, conducting conferences, and providing opportunities for practicum or apprenticeships.

Albina and Sumagaysay (2020) found that 78.53% (or 139 out of 177) of the respondents in their study are already employed. 69.78% (or 97 out of 139) perceived that their first job is related to the program they took in college. 28.06% took one year to two years to land in their first job. 25.90% took 1-6 months to find a job. 69.78% declared their program curriculum in college is indeed relevant. <https://www.sciencedirect.com/science/article/pii/S2590291120300449>.

Graduates expressed to some extent that they use the knowledge they acquired in college and the satisfaction about the reputation of their institutions and how this contributed to employment [https://conservancy.umn.edu/bitstream/handle/11299/155684/FlomoJr\\_umn\\_0130E\\_13686.pdf;jsessionid=57A9A6FADC41129442DF0E339B0DF414?sequence=1](https://conservancy.umn.edu/bitstream/handle/11299/155684/FlomoJr_umn_0130E_13686.pdf;jsessionid=57A9A6FADC41129442DF0E339B0DF414?sequence=1).

This tracer study shall provide a basis to assess the relevance and effectiveness of the existing PNU North Luzon Bachelor in Physical and Health Education (BPHE) curriculum with the end of enhancing it.

## Conceptual Framework of the Study

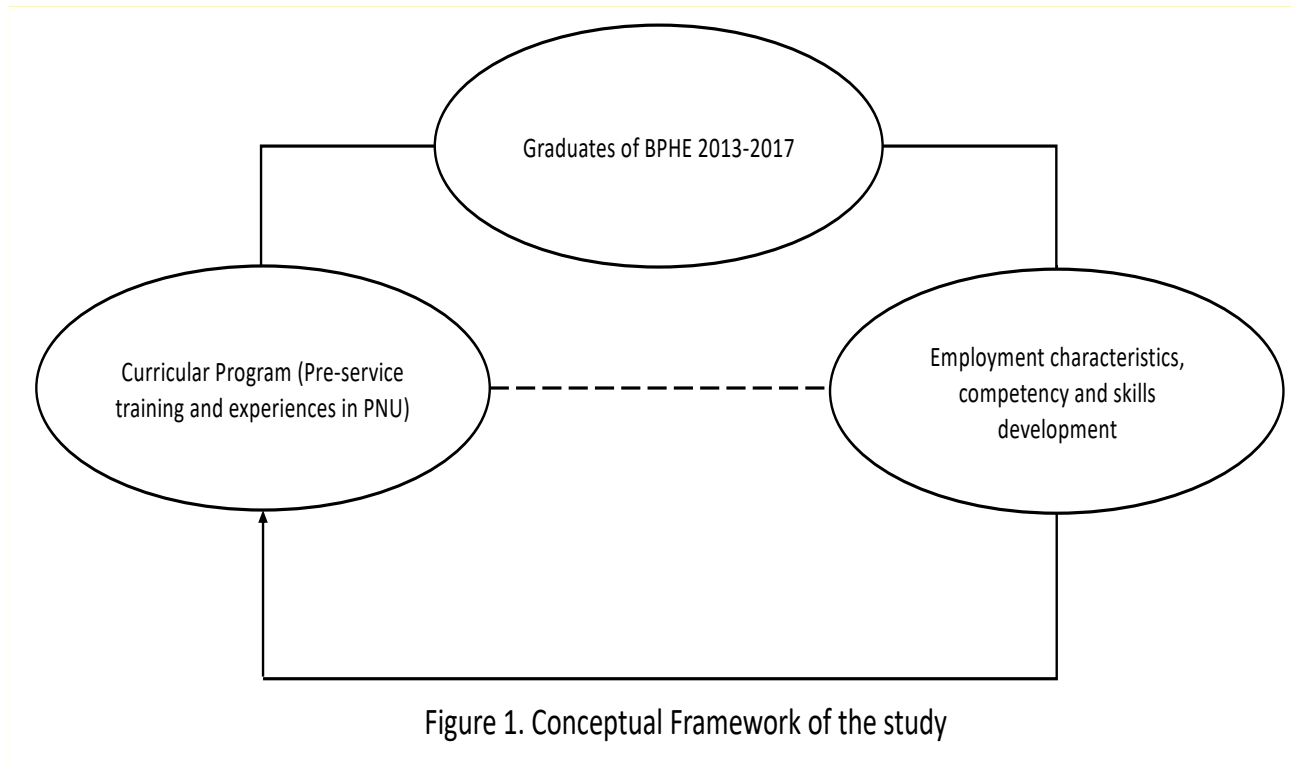


Figure 1. Conceptual Framework of the study

This conceptual framework was adapted from Gines (2014). The curricular programs refers to the preservice training and the skills learned in the university of the Bachelor in Physical and Health Education (BPHE) PNU North Luzon graduates such as communication skills, leadership skills, human relations skills, problem solving skills, research skills, and knowledge and technical skills and competency skills. The framework suggests that services, learning environment, facilities and the graduates competencies (knowledge, skill and attitude) in their specializations and other competencies such as communication skills, human relations skills, leadership skills and research skills are reflected in the assessment of employment characteristics, adequacy and relevance of graduate competence and other skills, as acquired at PNU and needed in the workplace (Gines, 2014). The finding serves as inputs to enhance the existing physical education curriculum that specifically addresses employment problems in the labor market.

### Statement of the Problem

Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

1.1 Year Graduated

1.2 Age

1.3 Gender

1.4 Civil Status

1.5 Performance in the LET

1.6 Highest Educational attainment

1.7 Occupational Data

1.8 Reasons for choosing PNU?

2.What is the level of satisfaction of Physical Education graduates with regard to the university services, learning environment and facilities?

3.To what extent is the relevance of the following skills learned in the university in the workplace?

3.1Communication Skills

3.2Leadership Skills

3.3Human Relations Skills

3.4Problem Solving Skills

3.5Research Skills

3.6Knowledge and Technical Skills

3.7Competency Skills

## METHODOLOGY

### Research Design

This study made use of the descriptive survey with purposive sampling in selecting the respondents.

The data gathered were coded and entered into Special Packaged for Social Sciences (SPSS) data file. The frequencies, means, and the standard deviation were used to analyze these data.

#### b. Subject of the Study

Purposive sampling was used to determine the respondents of the study.

Purposive sampling design is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involves identifying and selecting individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Clark, 2014).

#### c. Data Gathering Instruments/Procedure

The researchers conducted interviews using the tracer questionnaire developed by CHED to gather data and Focused Group Discussion (FGD) to confirm the data gathered.

## RESULTS AND DISCUSSION

The study reveals the following findings:

### 1. Profile of the Philippine Normal University North Luzon (PNUNL) Physical education (PE) major graduates in terms of employment characteristics and transition to employment

Table 1 presents the number of participants of the study starting from 2013-2017. Sixty-four (64) Bachelor in Physical Education with specialization in Physical Education graduates respond to the study and batch 2015 has the highest number of respondents.

Table 1. Participants of the Study

Year Graduated	Total Graduates per year	Frequency	Percent
2013	24	6	9.4

2014	25	6	9.4
2015	31	20	31.3
2016	27	19	29.7
2017	13	13	20.3
<b>Total</b>	<b>110</b>	<b>64</b>	<b>100.0</b>

Table 2 shows the highest age of respondents which ranges from 21 to 22 years old and comprises 48.4 % (31) and the lowest age which is 20 years below comprises 7.8% (5).

Table 2. Age

Range	Frequency	Percent
20 years old	5	7.8
21-22 years old	31	48.4
23-24 year old	16	25.0
25 and above	12	18.8
<b>TOTAL</b>	<b>64</b>	<b>100.0</b>

As gleaned in Table 3 below, 33 or 51.6% are male respondents and 31 or 48.4% are female respondents.

Table 3. Gender of the Participants

Gender	Frequency	Percent
Female	31	48.4
Male	33	51.6
<b>Total</b>	<b>64</b>	<b>100.0</b>

Table 4 reveals that 96.9% are single and that married and widow have equal percentage of 1.6.

Table 4. Civil Status

Civil Status	Frequency	Percent
Single	62	96.9
Married	1	1.6
Widow	1	1.6
<b>Total</b>	<b>64</b>	<b>100.0</b>

Table 5 presents the results of LET.14.1 % (9) failed in the LET and 85.9% passed.

Table 5. The Result of the Licensure Examination for Teachers

LET Result	Frequency	Percent
Failed	9	14.1



Passed	55	85.9
<b>Total</b>	<b>64</b>	<b>100.0</b>

Table 6 exhibits rank of the respondents in the Licensure Examination for Teachers. It appears that the highest percentile rank is 85.80 and the lowest percentile rank 75.20% in the field of specialization. In Professional Education the highest percentile rank is 86% while in General Education the highest percentile rank is 93%.

Table 6. Performance in the LET

Coverage of the LET Exam		Minimum	Maximum	Mean	Std. Deviation
	Statistics	Statistics	Statistics	Statistics	Statistic
General Education	64	65.12	93.00	78.4303	7.51260
Professional Education	64	71.00	86.00	79.9400	3.21473
Field of Specialization	64	72.00	86.00	78.8775	2.77501
General weighted Average	64	75.20	85.80	79.9072	2.65020

It appears in Table 7 that out of 64 respondents, 16 were enrolled in their Masteral degree program but they have not yet completed and the rest of the respondents did not enroll.

Table 7. Respondents who were enrolled in Master of Arts in Education with specialization in Physical Education

Respondents who were enrolled in Master of Arts in Education with specialization in Physical Education	Frequency	Percent
Not Enrolled	48	75%
Completed	0	0
On the Process	16	25%
<b>Total</b>	<b>64</b>	<b>100%</b>

As gleaned in Table 8.a, 92% of all the respondents are employed and 8% were not employed. Table 8b shows that 25 respondents are permanently employed in the Department of Education (DepEd) while the remaining 34 respondents are under temporary status, probation, contractual, and volunteer status of which 33 are teaching in private schools. 57 respondents are in basic education, 1 in pre-school and 1 in college.

Malaysia's employable graduates are great in number however those employed are viewed by their employees with several strengths like familiarity with the local conditions, willingness to work hard and acceptance of low hiring cost as compared to foreign students.  
<https://www.tandfonline.com/doi/full/10.1080/03075079.2015.1034260> .

The Norwegian Graduate Survey from 1985 to 1999, investigates Norwegian graduate students' entry into the labor market. The study finds that more than half of the employed graduates enter the work force via a flexible job. <https://www.tandfonline.com/doi/full/10.1080/1363908042000174183> .

Table 8.a First Employment of the Respondents

Staus of Employment	Frequency	Percentage
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Employed	59	92%
Unemployed	5	8%
<b>Total</b>	<b>64</b>	<b>100%</b>

Table 8.b Employment Status of the Respondents

Staus of Employment	Frequency	Percentage
Permanent	25	39.1%
Temporary	5	7.8%
Part-Time	0	0%
Probation	8	12.5%
Contractual	19	29.7%
Volunteer	2	3.1%
<b>Total</b>	<b>59</b>	<b>100%</b>
Agency Employed	Frequency	Percentage
College	1	1.6%
Pre-School	1	1.6%
Elementary	2	3.1%
Junior	45	70.3%
Senior	10	15.6%
<b>Total</b>	<b>59</b>	<b>100%</b>

### Occupational Data

Table 9 presents how the respondents obtained their first employment. As shown in the Table, 47 (73%) PE graduates landed a job right after graduation, two (2) got their job 6 months after graduation. Ten (10) were able to get their job 10 months after graduation. The findings in this study are contrary to the findings of Albino and Sumagaysay (2020) which states that it took one (1) year to less than two (2) years for the 28.06% or (39 out of 139) of the respondents to land in their first employment. The finding in this study which states that graduate respondents landed on their first employment right after graduation is the same with Billo et. al. (2017) which found out that it took less than one month for most of the respondents (48.95%) to land in their first employment.

Table 9. The length of Time Respondents Took to Land in their First Employment

The length of time before they were employed	Frequency	Percent
No Answer	4	6.3
After Graduation	47	73.4



After 6 months	2	3.1
After 1 year	10	15.6
Others	1	1.6
<b>Total</b>	<b>64</b>	<b>100.0</b>

Table 10 indicates that 71.9% of the respondents got employed through application, 10.9% through invitation; 6.3 % through advertisements; 4.7 through job fairs and 6.3% obtain from answering the questions. Liu (2014) used the social capital theory to explain the phenomenon of landing and job claiming that middle-class students with wider social network and higher status contacts are more likely to acquire better jobs. Based on the data, middle-class parents are more extensively involved in the job search of their children by supervising their job search behavior then underprivileged parents who know little about job searching experiences of the children. <https://www.tandfonline.com/doi/full/10.1080/13639080.2015.1049029>.

Table 10. Manner or Ways of Obtaining First Employment

Manner of Employment	Frequency	Percent
No Answer	4	6.3
Through Application	46	71.9
Through Invitation	7	10.9
Through Advertisement	4	6.3
Through Job Fair	3	4.7
<b>Total</b>	<b>64</b>	<b>100.0</b>

Table 11 establishes the difficulty in getting employed in the public school because of lack of new items and few vacancies compared to number of graduate.

Two comparative surveys were conducted by– REFLEX and HEGESCO – and they found out two mismatches in the labor market that of credential and skill mismatches. Credential mismatch refers to formal educational credentials and job requirements mismatch, whereas skill mismatch between the skills acquired through education and those needed to perform a job. <https://www.tandfonline.com/doi/full/10.1080/14616696.2015.1072226>.

Table 11. Difficulties encountered in applying for a job

Difficulties	Frequency	Percentage
No Answer	9	14.1
Few job vacancies/Lack of position or item	29	45.3
Mismatch of educational qualifications	4	6.3
Lack/Inadequate experience	11	17.2
Personality Factors	3	4.7

Not meeting paper requirements	2	3.1
Passing the pre-employment interview	1	1.6
Lack of political patronage	5	7.8
<b>Total</b>	<b>64</b>	<b>100.0</b>

Table 12 shows that out of 64 respondents, 57 of them were hired because of their area of specialization. The employment prospects for most higher education graduates worldwide are focused on number of survival strategies and ways to improve the link between employers and higher education institutions improve employment match. Students are advised to be flexible, able and willing to innovate, entrepreneurial, proactive, and to consider risk and uncertainty as forms of opportunity <https://www.tandfonline.com/doi/abs/10.1080/0379772970220109>.

Clarke (2007) examines the impact of institutional and program-area rankings on student access to, and choice in, U.S. higher education and impact on students opportunities after graduation in terms of placement access and earnings <https://www.tandfonline.com/doi/full/10.1080/03797720701618880>.

In a graduate field study, it was found out that there is no significant influence between level of study, grades obtained on employment or underemployment status. It found out further that the institutions' structured factors like recruitment which demonstrates social inequality influence employment prospects of graduates <https://www.tandfonline.com/doi/full/10.1080/13639080.2015.1066928>.

Bonnard (2020) states that the Bologna process has contributed to redefining the concept of employability in higher education policies. Professionalization in t of French higher education develops work placement within the university curricula. Employability is related to competence and this article determines how academic success and socio-economic environment are related to employability. <https://www.tandfonline.com/doi/full/10.1080/13639080.2020.1842866>.

Table 12. Reasons of Employment

Reasons of Employment	Frequency	Percent
No Answer	3	4.7
Area of specialization	57	89.1
Reputation of College/University	1	1.6
Personality Factors	3	4.7
<b>Total</b>	<b>64</b>	<b>100.0</b>

As seen on Table 13, out of 64 respondents 58 of them got their first job related in their area of specialization. Wahdiniwaty and Soegoto (2018) states that approximately 83 % graduates claimed that their course has close relations with the level of their job recently. This finding concurred with the present study that 89.1% of the graduates were employed according to their area of specialization. Table 13 points out that 90.6% of the respondents got a job within their area of Specialization.

Soon et al. (2019) in their paper titled "Cubicles or corner offices? Effects of academic performance on university graduates' employment likelihood and salary" analyzed how academic performance affects graduates' employment university graduates from a public and private university in Malaysia. It was found out that academic performance is a key determinant whether or not a graduate got a job after graduation but

academic performance is a factor only when the graduate secures a job with lower half of the salary distribution. <https://www.tandfonline.com/doi/full/10.1080/03075079.2019.1590689> .

Table 13. Relationship of Current job to the Area of Specialization Finished

Relation of current job to area of specialization	Frequency	Percent
No Answer	4	6.3
Yes	58	90.6
No	2	3.1
<b>Total</b>	<b>64</b>	<b>100.0</b>

With regard to the reasons of the graduates for enrolling in PNU North Luzon, Table 14 revealed that number one reason is greater chance of employment, second reason is affordable tuition fee, and third is the higher chance of passing the Board Licensure Examination for Professional Teachers (BLEPT) being at PNU. Note that the Free Access to Tertiary Education was not yet in place at the time of the study. These graduates finished their degree before the implementation of the Free Tertiary Education Law in the Philippines. The item that obtained the lowest percentage was due to peer pressure which got only 21.9 percent. Gines (2014) concluded that while economics is the major reasons, the graduates are also looking for quality institution that will give them better prospect for better employment and career.

Table 14. Reasons for choosing PNU-NL

Reasons for choosing PNU-NL	Frequency	Percentage
Proximity to our municipality	26	40.6
My parents told me	17	26.6
Peer pressure	14	21.9
Dream to study at PNU-NL	26	40.6
Faster promotion if you are a PNUan	33	51.6
Higher chance in passing the LET	39	60.9
Greater chance of employment when you are a PNU graduate	44	68.8
Affordable tuition fee	42	65.6
Prospect for career development	28	43.8
Availability of scholarship	18	28.1
Personal prestige	19	29.7

## On Satisfaction

As it appears in Table 15, the respondents are *Very Satisfied* with the Services and Learning environment of PNU with a mean of 3.5 but are only satisfied in the facilities with a mean of 3.11. This implies good performance of faculty and staff and conducive atmosphere of the campus in learning but facilities is insufficient. . In summary, the grand mean of 3.39 indicates that the level of satisfaction of respondent on the three variables is *Satisfactory*. Allais (2016) argues in her paper “Towards measuring the economic value of

higher education: lessons from South Africa” that satisfaction studies in South African higher education do not tell much about causation but it points how labor market distinguished one applicant to the other instead of focusing on the value of how high education adds to societies and economies <https://www.tandfonline.com/doi/full/10.1080/03050068.2017.1254985>.

Nabaho et al. (2019) studied the four conceptions of quality in higher education namely: quality as transformation (value-added); quality as fitness for purpose; quality as excellence; and quality as consistency/perfection (zero-errors) and they came up to the common purpose of education which defines the meaning of quality and that this purpose varies across time and space. Thus, the definition of quality in higher education should be responsive to the prevailing purpose(s) of higher education in a given society <https://www.tandfonline.com/doi/abs/10.1080/18146627.2016.1224600>

The findings reveal that job relatedness appears as the most important predictor of satisfaction with higher education. <https://www.tandfonline.com/doi/full/10.1080/0309877X.2011.643773> .

Table 16. Graduates level of satisfaction with the university services, learning environment and facilities

Graduates level of satisfaction	N	Minimum	Maximum	Mean	QD
Satisfaction in Service	64	.00	4.00	3.5469	Very Satisfied
Satisfaction in Learning Environment	64	.00	4.00	3.5469	Very Satisfied
Satisfaction in Facilities	64	.00	4.00	3.1094	Satisfied
<b>Grand Mean</b>				<b>3.39</b>	<b>Satisfied</b>

Table 17 presents the extent of the relevance for using skills learned by the Physical Education Major Students in their workplace. Of the eight (8) skill variables, seven (7) have qualitative description of “*very high*” and one (1) with a qualitative description of “*high*” which got the lowest mean. The most relevant skill is leadership skill which has the highest mean of 3.8282 and the least relevant is research skill which obtained a mean of 3.3281.

According to Pouratashi (2019) findings show three categories namely education and research, supportive services, and communication and information improve employability skills. Results further revealed that education and research are the most important to improve employability skills <https://www.tandfonline.com/doi/full/10.1080/08832323.2018.1548421> .

According to Corpuz et.al. (2018), to meet the various global challenges of the future, the 21<sup>st</sup> Century Learning Goals have been established as bases of various curricula worldwide. These learning goals include the learning and thinking skills such as effective communication skills, information, media and literacy skills, problem solving and critical thinking skills’ creativity and innovation, collaboration, and contextual learning which are helpful for every educator to teach 21<sup>st</sup> century learners. They further classified the skills into ICT literacy and Life Skills which include leadership, ethics, accountability, personal responsibility, and self-directions.

Okwu (2018) in his research concluded that one of the most pressing issues in Nigeria’s education today pertains to the quality or standard of education. The result of the research further states that qualitative education shall have detectable gains in knowledge, skills and values <https://www.tandfonline.com/doi/abs/10.1080/09718923.2006.11978391> .

Higher education in Sweden is characterized by marketization and academization. Marketization is a challenge to academic autonomy and academization is shifting from academic skills to academic meritocracy <https://www.tandfonline.com/doi/full/10.1080/02188791.2020.1859354>.

Employees carry along with them their time-treasured culture which is very difficult to give away or surrender. This is one reason why there are clashes in the workplace. Each one takes great to hold to his culture. Ari and Sabek (2019) examine the impact of intercultural encounters with the Other (between Jews and Arabs) during graduate studies, at colleges of education and university education departments regarding intercultural competence. Intercultural competence means a long-term change in the level of knowledge, feelings, attitudes, and actual behavior that enables positive interactions with members of other cultural groups. The findings indicate that the experience of encounter has a significant impact on the development of intercultural competence: inclusive atmosphere, positive interactions among students, and contents acquired in the institution, alongside with off-campus interactions with ‘others’ and positive attitudes towards multiculturalism. Off-campus interactions is similar with social entrepreneurship where knowledge and skills taught in the university is balanced with social problems in the community with the development of social innovations to solve the issues. <https://www.tandfonline.com/doi/full/10.1080/01434632.2019.1657433> .

Kalfa and Taksa (2015) examines the development of students’ employability skills in Australian which even businesses are interested in. Australian universities believe that generic skills should be developed and that teaching staff should use pedagogical tools to attain this purpose. They assume that acquisition and transferability of these skills enhance employability. <https://www.tandfonline.com/doi/full/10.1080/03075079.2013.842210>.

Pheko and Molefhe (2016) assessed the understanding of future employees of their employability skills. The 4 E Framework (Employee-Educator-Employer-Employability) was proposed which aim to ensure the employability of future workforce through the formulation of holistic, integrated, and systematic strategies. The framework strengthens the relationship between the demand-led provision of education and voice of the employer.

<https://www.tandfonline.com/doi/pdf/10.1080/02673843.2016.1234401?needAccess=true> .

Skills	Mean	QD
Communication Skills	3.5938	Very High
Leadership Skills	3.8281	Very high
Human Relation Skills	3.7500	Very High
Problem Solving Skills	3.6719	Very High
Research Skills	3.3281	High
Knowledge and Technical Skills	3.7188	Very High
Competency Skills	3.6250	Very High
<b>Grand Mean</b>	<b>3.64</b>	<b>Very High</b>

Table 17. The extent to which the Physical Education Majors used the following skills learned in school in their current work here in North Luzon.

In general, the extent of the use of the skills learned by the Physical Education Major Students in school was very high as revealed in the grand mean of 3.64 which means that the Philippine Normal University-North Luzon campus prepared them very well for their future jobs by adequately equipping them with the skills needed in their current work. These finding was supported by the different tracers’ studies conducted in PNU Manila by (Bellecina, and Ocampo,2017; Evangelista and Morales, 2017; Nievera et al., 2013; Diana, 2016) that the curricular program was found to be adequate and relevant to the development of graduate competencies and to their professional career development. Using the European data, the results reveal the

importance of the competence orientation of the graduates and was further found in this study to be congruent. <https://www.tandfonline.com/doi/full/10.1080/09645290903094133>.

## CONCLUSION

Based on the findings the following conclusions are drawn:

The respondents are very satisfied to the services and learning environment of the university but are satisfied only on facilities. The respondents enrolled at PNU North Luzon because they believe of greater chance of employability. Majority of the respondents (55) passed the LET examination and batch 2017 has the highest percentage of passing. The respondents are employed in both private and public schools with either permanent, temporary and volunteer status. There is a greater number of respondents who got employed through application after graduation but experienced difficulties in applying to a position due to the lack of new item and few job vacancies to meet the number of graduates. The study found out that the different skills they learned in the Campus were very relevant in their current work.

## RECOMMENDATION

1. The University may consider to strengthen and continue the implementation of an intensive LET review program since the study revealed that the Licensure Examination for Teachers performance of the Physical Education graduates is improving.
2. The University may consider equipping students with the extensive and in-depth skills in conducting individual researches and minimize group researches so that everybody shall be of equal footing.
3. This tracer study may be used to set the directions of the Bachelor in Physical and Health Education (BPHE) curricular Program of the University.
4. Adopt teaching methodologies designed to enable the development of generic skills that increase graduates' attributes.
5. Practice teaching should include social entrepreneurship to strengthen university and labor market collaboration.

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