

# Tracking The Career Paths of MonCAST Social Studies Graduates Batch 2022: A Tracer Study

Rhyan Mike R. Bacaro, LPT, MAED-TSS., Lenrell Ivan P. Cantong LPT., & Erap L. Ordaneza, LPT,  
MAEd-ELT (2025).

Monkayo College of Arts, Sciences, and Technology (Mon CAST)

DOI: <https://doi.org/10.47772/IJRISS.2026.100300395>

Received: 11 March 2026; Accepted: 17 March 2026; Published: 10 April 2026

## ABSTRACT

This tracer study investigates the employment status and career pathways of Bachelor of Secondary Education major in Social Studies (BSED SS) graduates of the Monkayo College of Arts, Sciences, and Technology (MonCAST) Batch 2022. Utilizing a quantitative descriptive design, the study gathered data from 68 graduates representing 12.8% of the total population through surveys administered via mobile, online platforms, and alumni networks. Findings revealed that 83.8% of graduates were employed at the time of the study, with 85.3% passing the licensure examination on their first attempt, reflecting a high degree of professional readiness. However, only about half (50.9%) of the graduates were employed in roles directly related to their degree, highlighting ongoing curriculum-to-industry alignment challenges. Employment was predominantly contractual or casual (81%), indicating early-career job insecurity despite favorable initial earnings, with over half earning 15,000 and above monthly. Most graduates secured their first jobs within 1 to 11 months post-graduation. Barriers to employment included family responsibilities, health conditions, and limited local opportunities. Based on these findings, the study underscores the need for enhanced career services, curriculum updates, stronger industry-academe linkages, and improved alumni engagement. It provides critical insights to inform policy, curriculum development, and graduate support systems, ensuring that teacher education remains relevant and responsive to labor market demands.

**Keywords.** Graduate Tracer Study, Social Studies, Teacher Education, Employability, MonCAST, Alumni Tracking

## INTRODUCTION

### Background of the Study

Tracking the employment status of Bachelor of Secondary Education (BSED) Social Studies graduates is essential for understanding how effectively the institution equips its students for the realities of the job market. By examining where and how the graduates are employed, tracer study can reveal the alignment between the Social Sciences curriculum and the demands of the teaching profession and related fields. This tracer study focuses on the graduates of MonCAST Batch 2022 to provide timely insights into their career path, employment status, and the relevance of their acquired competencies to their current occupations.

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 (Albina & Sumagaysay, 2020). 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. Competitive graduates in the job market often depend on a strong curriculum of the programs. Graduates are competing among themselves to meet the job market in various sectors.

Graduate tracer studies have come to represent one of the key approaches for enhancing study programme effectiveness in contemporary higher education. However, reflective practices on challenges and lessons from these studies are lacking (Nudzor & Ansah, 2020). stated that tracer studies help the higher education institution to establish information 101 and to strengthen the connection of the graduates to their alma mater. Furthermore, the study was geared towards initiation of decision making with regards to curriculum enhancement and regulating document efficiency on the profile of an institution (Brosola, 2020).

The Monkayo College of Arts, Sciences and Technology in cooperation with its Alumni Association have been conducting Teacher Education Tracer Study in order to identify the performance of the graduates from the academe to the field of work. To look for the findings of labor market of the graduates, this tracer study is designed to investigate the employability of graduates from the whole population of the institution who graduated from July 8, 2022.

This tracer study aims to systematically track and analyze the employment status of graduates from the Bachelor in Secondary Education major in Social Studies program after graduation. A total of 68 graduates participated in this study, representing 12.8% of the total graduating cohort. The respondents are composed of 17 male and 51 female graduates. This research will generate relevant data to evaluate the employability of the program’s graduates, identify trends in labor market absorption, and provide feedback for curriculum development, career services, and institutional quality assurance.

### Conceptual Framework

This study is anchored to the conceptualization of CHED Graduate Tracer Study: Phenomenon of Employment Model designed by the Commission on Higher Education (CHED) which pointed up that in determining the employability of the graduates in Higher Education Institutions, the phenomena of employment are taken into consideration. Factors include college education, age, sex, connection, family, and experiences, plus other can affect graduates’ decisions to accept the work such as income, satisfaction, relevance, and benefits.

The labor market consistently demonstrates that work experience is a critical factor from an employer’s perspective. In the context of employment, experience serves as evidence of an applicant’s familiarity with job tasks and functions, providing employers with an indication of the candidate’s ability to perform effectively in the role. This tracer study examines whether this commonly held view aligns with the actual employment outcomes of MonCAST Business Administration graduates, specifically investigating the extent to which prior experience influences their employability and job placement.

Figure 1 shows the indicators that may affect or contribute to the employment status of the graduate.

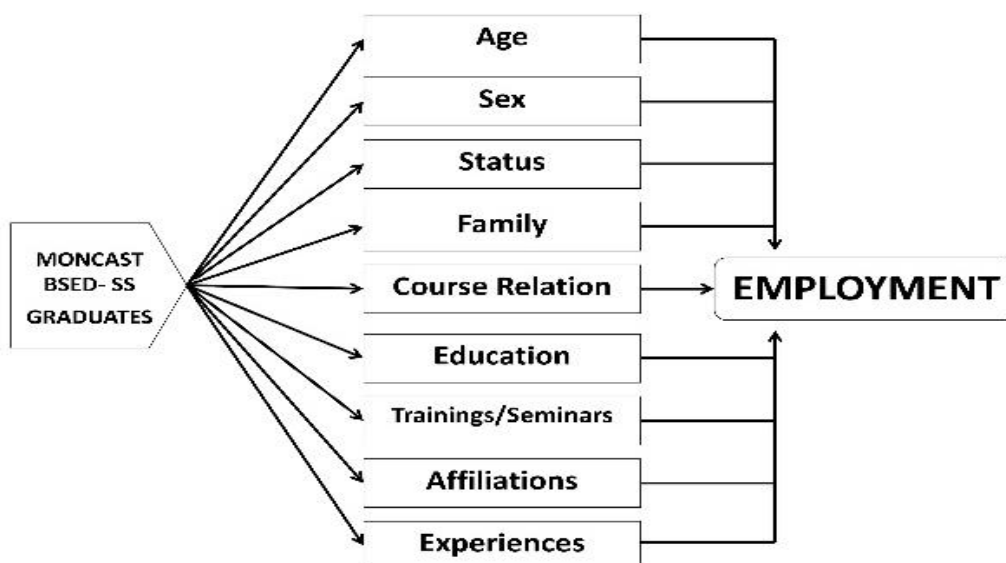


Figure 1: Modified Phenomenon of Employment Model

## Research Objectives

The overall objective of this study is to gain a comprehensive understanding of the employment status, job search experiences, nature of initial employment, and work performance of Bachelor Secondary Education major in Social Studies graduates of Monkayo College of Arts, Sciences and Technology (MonCAST) batch 2022. Specifically, the study aims to assess the graduates' effectiveness in securing employment and performing within their respective fields. Additionally, it seeks to evaluate the quality of education provided by MonCAST, as reflected in the graduates' success and relevance in their chosen careers.

Specifically, the study intended to achieve the following objectives:

- determine the current employment status of MonCAST BSED major in Social Studies graduates batch 2022,
- make a comparative analysis of how long would it take for the graduates in landing and staying their first jobs,
- get hold of a better understanding of the employability, job searching, the nature of their first job, and performances of MonCAST graduates,
- undertake an analysis of employment opportunities and conditions of MonCAST BSED major in Social Studies graduates,
- make recommendations as to how MonCAST can enhance the competency and work ethics of its graduates in both fields,
- suggest some course programs and majors to be incorporated to the college which will help to improve the expected vision, mission, and goals of the institution,
- track graduates' personal and employment profile, and
- illustrate the status of graduates in taking the civil and related examinations.

## METHODOLOGY

### Research Design

This paper used the quantitative research design more specifically descriptive tracer study as an attempt conducted to determine and to verify the employment status of MonCAST Alumni, Bachelor of Secondary Education major in Social Sciences graduates.

### Population and Sample Size

Through the cooperation of Monkayo College of Arts, Sciences and Technology (MonCAST) and its Alumni Association, the research respondents for this tracer study were identified. The Bachelor of Secondary Education major in Social Studies graduates were contacted and assessed by the researcher. A total of sixty-eight (68) graduates from the program were included in the study, consisting of seventeen (17) male and fifty-one (51) female graduates. Most respondents were reached and interviewed through mobile communication, Google Forms, and other social media platforms, resulting in a complete enumeration of the identified population. The respondents include both employed and unemployed MonCAST Financial Management graduates.

### Research Instrument

A quantitative research design specifically a survey questionnaire was employed in this tracer study to analyze and evaluate the collected data. The researcher used an adapted and modified survey questionnaire based on the Graduate Tracer Study instrument developed by the Commission on Higher Education (CHED). The questionnaire was designed to obtain a comprehensive understanding of the employability, job search experiences, nature of initial employment, and work performance of the Bachelor of Secondary Education major in Social Studies graduates of Monkayo College of Arts, Sciences and Technology (MonCAST), Batch 2022.

### Data Collection Procedure

The study utilized primary data provided by the program coordinator of the MonCAST Bachelor of Secondary Education major in Social Studies program. The target population consisted of alumni from Batch 2022. The

master list and academic records of the graduates were obtained from the Registrar’s Office and the MonCAST Alumni Association. Descriptive statistics were used to present the respondents’ profiles. Questionnaires were distributed to the graduates using various contact methods, including personal mobile numbers, office numbers, email addresses, and social media platforms such as Google Forms and Messenger. Graduates who were unemployed at the time of the study were also included and received the tracer survey questionnaire.

## RESULTS

This chapter presented and discussed the results from the data collected through survey using the generally accepted statistical tools and principles. The study attempted to investigate the employment status of Bachelor in Secondary Education major in Social Studies of Monkayo College of Arts, Sciences, and Technology. The major findings gathered through one-on-one and online interviews. The data gathered for this study were also presented through figures and tables. Presentations were categorized into respondents’ profile, locations, studies and trainings, employment status, and suggestions. The total number of traced respondents for this study was 68 which were 12.8% of the total number of graduates Batch 2022.

This study also presented the relevant results of the larger study that traced the graduates of MonCAST. It also attempted to discover if the preferred route still prevailed to the bachelor’s degree of MonCAST BSED graduates.

The result of this study would provide concrete information for future and strategic planning for both MonCAST Institution and its Alumni Association.

**Table 1. Enrolment Profile of BSED SS Program**

Academic Year 2021-2022	1st	2nd	3rd	4 <sup>th</sup>	Total
First Semester	113	82	69	69	333
Second Semester	101	77	66	68	312

Table 1 presents the enrolment profile of the Bachelor of Secondary Education major in Social Studies (BSED SS) program for the Academic Year 2021–2022, showing that in the First Semester there were a total of 333 students distributed as 113 first-year, 82 second-year, 69 third-year, and 69 fourth-year students, while in the Second Semester the total slightly decreased to 312 students, consisting of 101 first-year, 77 second-year, 66 third-year, and 68 fourth-year students, indicating a modest decline in enrolment across most year levels which may be attributed to factors such as attrition, academic standing, or other enrollment-related circumstances.

### The Profile of the Respondents

The collected data illustrate the respondents’ profiles which have been classified into age, gender, marital status, current location and residence, and the records amass from Professional Licensure Examination for Teachers.

**Table 2. Demographic Profile of the Graduates**

Sex	Batch 2022 (N=68)
Male	17 (26.1%)
Female	51 (73.9%)

Table 2 presents the gender distribution among BSED- Social Studies, showing a consistent trend where females make up the majority. This distribution indicates a predominantly female demographic among Social Studies graduates across these years.

**Table 3. Marital Status**

Status	Batch 2022 (N=68)	%
Single	50	73.5%
Single Parent	2	2.9%
Married	16	23.6%

Table 3 presents the marital status of the graduates from Batch 2022 with a total of 68 respondents. The majority of the graduates, 50 individuals or 73.5%, were single, indicating that most of them were not yet married at the time of the survey. A smaller proportion, 2 graduates or 2.9%, were single parents, showing that only a few were managing both parenthood and their studies during their time in the program. Meanwhile, 16 graduates or 23.6% were married, representing nearly a quarter of the batch who were balancing family responsibilities alongside their academic requirements. This distribution highlights that while the dominant marital status among graduates was single, a notable portion were already managing additional family roles, which may have influenced their experiences and challenges during their studies and early careers.

**Table 4. Location of Residence**

Location	Batch 2022 (N=68)	%
Barangay	22	32.4%
Municipality	25	36.8%
City	14	20.6%
Overseas	1	1.5%
Not Traced	6	8.7%

Table 4 presents the location of residence of the Batch 2022 graduates, with a total of 68 respondents. The data shows that 22 graduates or 32.4% resided in a barangay, while 25 graduates or 36.8% lived within a municipality, making this the largest proportion among the categories. Additionally, 14 graduates or 20.6% were based in a city, suggesting that a notable segment of the batch were urban dwellers. Interestingly, 1 graduate or 1.5% was residing overseas, indicating some level of international mobility. Meanwhile, 6 graduates or 8.7% could not be traced in terms of their current residence. The overall data reflects that most graduates remained within their local communities, whether at the barangay or municipal level, with a smaller portion living in cities or abroad.

**Table 5. Overall Working Place**

Working Place	Batch 2022 (N=68)	%
Local	67	98.5%
Abroad	1	1.5%

Table 5 presents the overall working place of the Batch 2022 graduates, with a total of 68 respondents. The majority, 67 graduates or 98.5%, were employed locally, showing that nearly all graduates chose to work within the country after graduation. Only 1 graduate or 1.5% was working abroad, indicating minimal international employment among this batch. This distribution suggests that the graduates primarily found job opportunities within the local labor market, which may reflect either the availability of local employment, personal preferences to stay near their communities, or limited opportunities for overseas work.

**Table 6. Performance in Eligibility Examinations**

Status	Batch 2022 (N=68)	%
Passed	58	85.3%
Retaker & Passed	3	4.4%
Retaker & Not Passed	4	5.9%
Haven't taken the Exam yet	3	4.4%

Table 6 presents the performance of Batch 2022 graduates in eligibility examinations, with a total of 68 respondents. The majority, 58 graduates or 85.3%, passed the eligibility exams on their first attempt, indicating a high level of success among the batch. Meanwhile, 3 graduates or 4.4% were retakers who eventually passed, showing that a few needed an additional attempt to meet the passing requirements. On the other hand, 4 graduates or 5.9% were retakers who had not passed at the time of the survey, highlighting a small portion still striving to meet the eligibility standard. Lastly, 3 graduates or 4.4% had not yet taken the exam, suggesting that a few were either planning to take it later or faced circumstances that delayed their examination. Overall, the data reflects a strong passing performance for Batch 2022, with most graduates successfully meeting eligibility requirements critical for their professional practice.

**Table 7. Advance Studies**

Status	Batch 2022 (N=68)	%
Taking/Earning	13	19.9%
Not Taking/Earning	55	80.1%

Table 7 presents the status of Batch 2022 graduates in terms of pursuing advanced studies, based on a total of 68 respondents. The data reveals that a significant majority, 55 graduates or 80.1%, are not taking or earning advanced degrees, indicating that most graduates have not continued their education beyond their undergraduate program. In contrast, only 13 graduates or 19.9% are currently pursuing or earning advanced degrees, showing that a smaller portion have chosen to further their studies at this time. This finding suggests that while some graduates see the value of postgraduate education for improving their career prospects and professional growth, most may have prioritized immediate employment, financial stability, or other personal commitments over continuing their academic journey. The low proportion of those enrolled in advanced studies also points to possible barriers such as cost, lack of information, or limited access to graduate programs. These insights highlight the need for institutions to strengthen pathways to graduate education, provide clear information about opportunities, and offer support or incentives to encourage more graduates to pursue lifelong learning and further professional development.

**Employment Data of the Graduates**

Developing the graduate’s personal skills is shaped by many factors encompassing people, problem-solving, information technology skills, meeting present and future professional needs, exposure to the local and international communities within the field of specialization, critical thinking skills, salary improvement and promotion, and personality development. Improving the graduates’ professional skills entails a strong foundation in the academic profession, research capability, learning efficiency, and communication skills (Sarsale et al., 2024). Indeed, the professional and personal growth of the graduates are the critical dimensions of curricular relevance.

**Table 8. Employment Status of Batch 2022**

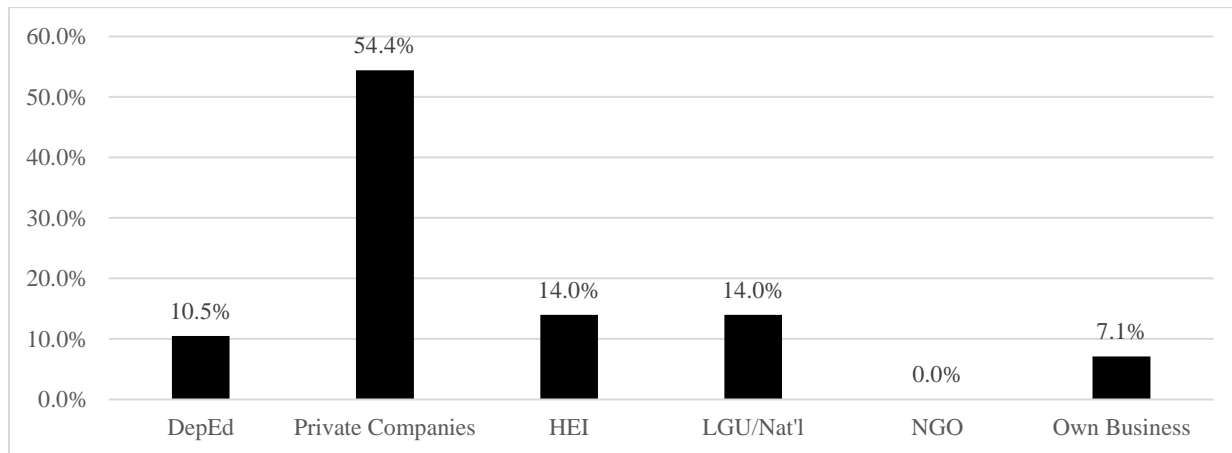
Sex	Employed f (%)	Unemployed f (%)	Not Traced f (%)	Total f (%)
Male	16 (94.1%)	1 (5.9%)	-	17 (25%)
Female	41 (80.4%)	4 (7.8%)	6 (11.8%)	51 (75%)
Total	57 (83.8%)	5 (7.4%)	6 (8.8%)	68

The majority of graduates, 57 individuals or 83.8%, are employed, showing a strong employment outcome for this batch. Meanwhile, 5 graduates or 7.4% are unemployed, and 6 graduates or 8.8% were not traced at the time of the survey. The table further shows that among male graduates, 16 out of 17 (94.1%) are employed while only 1 male (5.9%) is unemployed, with none untraced. For female graduates, 41 out of 51 (80.4%) are employed, 4 (7.8%) are unemployed, and 6 (11.8%) could not be traced. This indicates that a slightly higher proportion of male graduates have secured employment compared to their female counterparts, and that all male respondents were accounted for. The higher number of untraced female graduates suggests the need for improved tracking or alumni follow-up. The table totally highlights the program’s effectiveness in producing employable graduates, though it also shows that a small portion still face challenges entering the workforce or staying connected with the institution.

**Table 9. Employment Related to Course of Batch 2022**

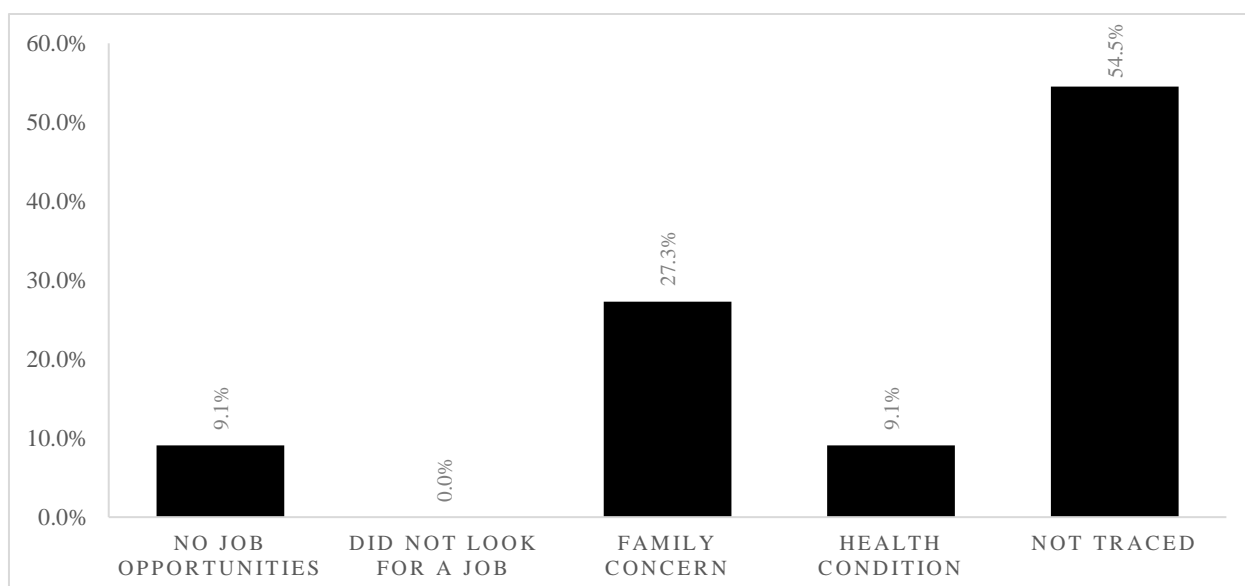
Sex	Employed		Total f (%)
	Related f (%)	Not Related f (%)	
Male	8 (50%)	8 (50%)	16 (28.1%)
Female	21 (51.2%)	20 (48.8%)	41 (71.9%)
Total	29 (50.9%)	28 (49.1%)	57

In Table 9, the results presented the employment status of Batch 2022 graduates in relation to whether their jobs are related to their course, with a total of 57 employed respondents. Among male graduates, 8 out of 16 (50%) are employed in jobs related to their course, while the other 8 (50%) are working in unrelated fields. For female graduates, 21 out of 41 (51.2%) have jobs related to their course, while 20 (48.8%) are employed in unrelated jobs. Overall, this shows that 29 graduates or 50.9% have employment related to their degree program, while 28 or 49.1% are working in areas not directly related to their field of study. This nearly even distribution suggests that while about half of the graduates were able to find work aligned with their academic training, the other half had to pursue opportunities outside their specialization, which may reflect broader labor market conditions, the versatility of their skills, or the need for alternative career paths.



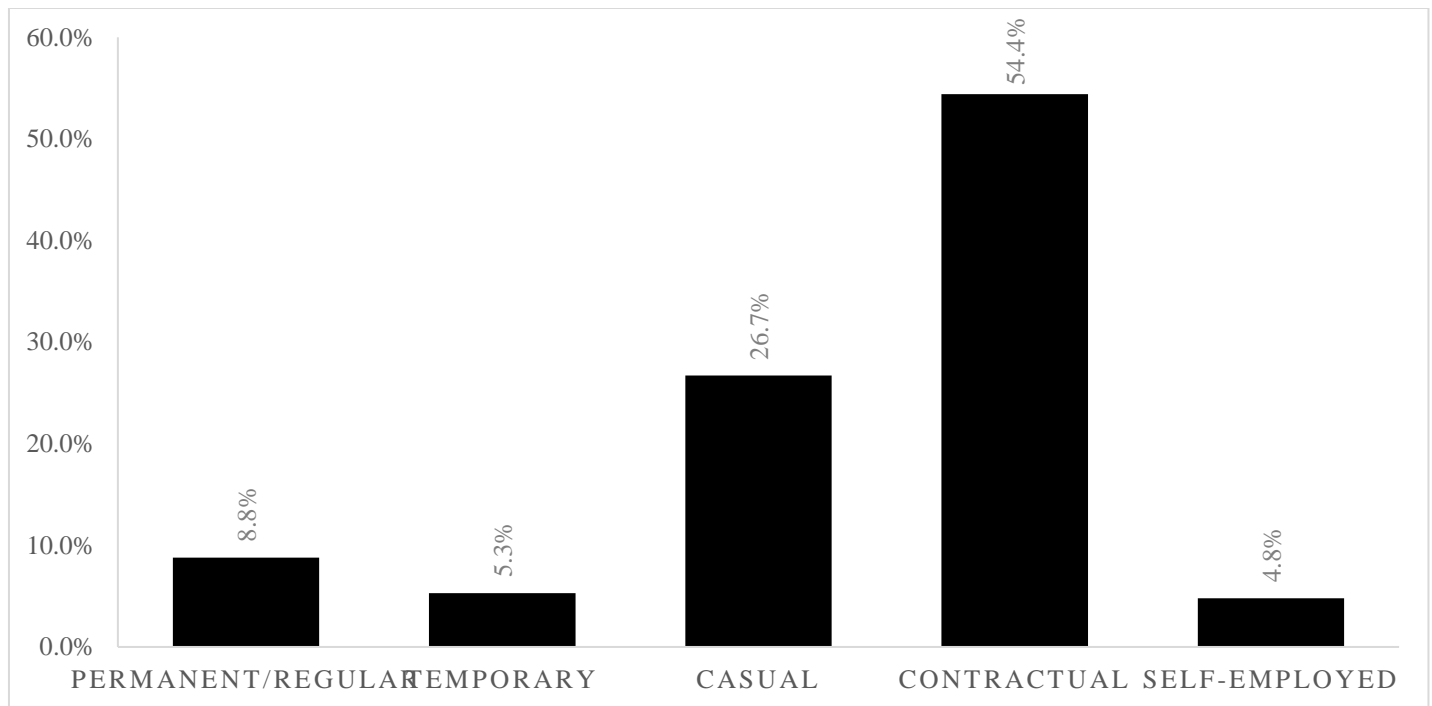
**Figure 2. Description of the Current Employment Status**

The distribution of graduates across employment sectors reveals a diverse range of career journeys of the graduates, underscoring their adaptability and the broad applicability of their acquired competencies. A significant proportion (54.5%) have entered private companies, indicating strong employability within the private sector and alignment with industry demands. Meanwhile, employment in higher education institutions (14%) and local government units (14%) demonstrates the graduates' engagement in both academic and public service spheres, contributing to institutional development and community governance. The 10% employed under the Department of Education reflect the graduates' commitment to the basic education sector, addressing the continuing need for qualified educators. Notably, 7.1% have pursued entrepreneurial paths by managing their own businesses, which highlights the cultivation of self-reliance and innovation. Collectively, these trends suggest that the graduates possess a versatile skill set that enables them to integrate into various sectors, thereby affirming the relevance and effectiveness of their educational preparation in meeting diverse labor market needs.



**Figure 3. Reasons of Unemployment**

The figure presents the distribution of graduates who are currently not employed, revealing several underlying factors affecting their employment status. Notably, a substantial 54.5% of graduates fall under the “Not Traced” category, indicating that more than half could not be reached or did not respond during the tracking period, which highlights a challenge in maintaining comprehensive alumni records and underscores the need for improved graduate monitoring mechanisms. Among those accounted for, 27.3% cited family concerns as the primary reason for not seeking or securing employment, suggesting that domestic responsibilities and family-related obligations significantly influence graduates’ workforce participation. Additionally, 9.1% reported health conditions as a barrier to employment, emphasizing the role of physical or mental health factors in limiting their employability. Another 9.1% indicated the lack of job opportunities, reflecting possible regional employment mismatches or limited openings aligned with their qualifications.



**Figure 4. Present Employment Status of BSED SS Graduates**

The data shows the distribution of employment status among the respondents. The largest proportion, 54.4%, are employed on a contractual basis, indicating that more than half of the respondents have jobs that may be limited in duration and often come with less job security and fewer benefits compared to permanent positions. A significant portion, 26.7%, are in casual employment, which typically implies irregular or daily-wage work with no guaranteed continuity. Only 8.8% hold permanent or regular positions, highlighting the relatively low share of respondents who have secure, stable employment. Meanwhile, 5.3% are temporary employees, who are hired for a specific period or project but with defined terms. Finally, 4.8% are self-employed, showing that a small segment has pursued entrepreneurial or freelance activities instead of traditional employment.

**Table 10. Occupational Classification**

Nature of Work	Batch 2022 (N=57)	%
Officials of Government, Executives, Manager, Supervisor, etc.	3	5.3%
Professionals	16	28.1%
Clerk and Technical Associates	28	49.1%
Service, Shop, Market Sales	6	10.5%
Trade and Related Works	4	7%

The occupational classification of the Social Studies graduates from Batch 2022 (N = 57) shows that nearly half of them, 49.1%, are employed as clerks and technical associates. This is the largest occupational group among the respondents. Following this, 28.1% have found employment as professionals, indicating a considerable portion is engaged in work requiring specialized knowledge or advanced skills. A smaller percentage, 10.5%,

are working in service, shop, and market sales, which often involve frontline or customer-facing roles. 7% are engaged in trade and related works, which may include skilled manual work or craft-based occupations. Lastly, only 5.3% hold positions as officials of government, executives, managers, or supervisors, suggesting that relatively few graduates have attained higher-level leadership or decision-making roles at this early stage of their careers.

**Table 11. Course Relation of Graduates' Current Job**

Course Relation	Batch 2022 (N=57)	%
Yes	29	50.9%
No	28	49.1%

Table 11 elaborately presents the course relation of the Teacher Education graduates of MonCAST. Among the Batch 2022 Social Studies graduates (N = 57), about 50.9% reported that their current employment is related to their course, while 49.1% indicated that their job is not related to their field of study. This shows a nearly even split between graduates who found work aligned with their academic training and those who entered occupations outside their discipline.

**Table 12. Reasons in Staying on Their Current Jobs**

Reasons	2022 N=57	%
Salaries & Benefits	15	26.3%
Career Challenge	3	5.3%
Related Skills	4	7%
Related to Course	13	22.8%
Proximity to Residence	8	14%
Peer Influence	6	10.5%
Family Influence	4	7%
Personal and other reasons	4	7%

Table 12 shows the most common reason the primary reason for staying in their current jobs is Salaries & Benefits, cited by 26.3% of respondents. The second most common reason is that the work is Related to their Course (22.8%), showing that alignment with their academic training remains an important factor. Proximity to Residence is also significant (14%), indicating that location and ease of commute play a notable role in job retention. Other factors include Peer Influence (10.5%) and Family Influence (7%), suggesting that social and familial networks affect decisions to stay in a position. A smaller portion remain in their jobs because the work matches their Related Skills (7%) or provides a Career Challenge (5.3%). Additionally, 7% cited Personal and other reasons, which may encompass individual circumstances such as convenience, temporary necessity, or lack of alternatives.

**Table 13. Numbers of Months or Year/s landed the Current Jobs**

No. of Months/Years	2022 N=57	%
Less than a month	8	14%
1 to 6 Months	13	22.8%
7 to 11 Months	29	50.9%
1yr. to less than 2yrs.	5	8.8%
2yrs. above	2	3.5%

Presented in this table is a significant portion of graduates are relatively new to their current jobs, the largest group, 29 graduates (50.9%), landed their current positions within 7 to 11 months, showing that nearly half took up to almost a year to find stable employment. This is followed by 13 graduates (22.8%) who were hired within 1 to 6 months, and 8 graduates (14%) who found jobs in less than a month, indicating that a combined majority entered the workforce relatively quickly. Only 5 graduates (8.8%) secured employment 1 year to less than 2 years after graduation, and 3.5% reported waiting 2 years or more to find their current jobs.

**Table 14. Initial Gross Monthly Earning**

Gross Income	2022 N=57	%
Below 5k	-	-
6k-10k	10	17.5%
11k-15k	14	24.6%
15k above	33	57.9%

This distribution reveals that more than half of the Social Studies graduates begin their careers with a relatively moderate to higher gross monthly income, with 57.9% earning 15,000 and above. This suggests that a significant number of graduates are able to access jobs offering wages above the minimum wage level in many local contexts, which could indicate employment in professional or semi-professional roles, possibly within government or educational institutions, where salaries tend to be structured and stable. The proportion earning 11,000 to 15,000 (24.6%) represents graduates whose income falls within a lower-middle income bracket, which may correspond to entry-level clerical, technical associate, or service positions, aligning with the occupational classification data where nearly half are in clerical and technical roles. Meanwhile, the 17.5% earning 6,000 to 10,000 reflects graduates who may be working in part-time, casual, or lower-wage positions, or in sectors where wages are not as competitive. The absence of respondents reporting an income below 5,000 is noteworthy.

**Table 15. Suggestions of the BSED SS Graduates for the College and Curriculum Improvement**

Suggestions	Total N=154	Rank
Conducting Annual Homecoming	41	26.6%
Courses and Program Offerings	28	18.2%
Jobs Fair and Placement Tests	22	14.3%
Internet connection accessible to every classroom and campus	22	14.3%
Improve School Facilities and Equipment	18	11.7%
Stronger industry-academe partnerships for OJT placement	15	9.7%
Graduate Studies	8	5.2%

Table 15 presents the suggestions of BSED Social Studies graduates for college and curriculum improvement, highlighting their aspirations for a more responsive and supportive academic environment. The most prominent recommendation is the conduct of an annual homecoming (26.6%), underscoring the graduates' desire to sustain alumni engagement and create opportunities for networking and institutional support. Enhancing courses and program offerings (18.2%) reflects a call to keep the curriculum relevant and attuned to emerging educational and labor market trends. Equally notable are the suggestions to organize job fairs and placement tests and to ensure internet connectivity in all classrooms and campuses (14.3% each), which point to the importance of employability initiatives and digital access in modern education. Graduates also emphasize the need to improve school facilities and equipment (11.7%), strengthen industry-academe partnerships for on-the-job training placements (9.7%), and expand opportunities for graduate studies (5.2%).

**Table 16. Suggested Courses and Programs**

Courses/ Programs	Total N=180	Total f (%)	Rank
Criminology	40	22.2%	1
Nursing	36	20%	2
Information Technology	33	18.3%	3
Computer Science	21	11.7%	4
BS-Forestry	19	10.6%	5
Public Administration	11	6.1%	6
BS- Social Work	10	5.6%	7
BS-Entrepreneurship	8	4.4%	8
Medicine	2	1.1%	9

The table illustrates the suggested courses and programs identified by 180 responses, reflecting perceived areas of academic expansion to meet student interests and societal demands. Criminology emerged as the top recommendation (22.2%), indicating strong interest in law enforcement, public safety, and criminal justice careers. Nursing followed closely (20%), underscoring the high demand for healthcare professionals and the respondents' recognition of the vital role of medical services in communities. Information Technology (18.3%) and Computer Science (11.7%) were also prominent, highlighting the relevance of digital skills and technological competencies in today's rapidly evolving labor market. BS-Forestry (10.6%) suggests an awareness of the need for environmental stewardship and sustainable resource management. Meanwhile, the inclusion of Public Administration (6.1%) and BS-Social Work (5.6%) reflects the respondents' acknowledgment of the importance of governance and community welfare. BS-Entrepreneurship (4.4%) signifies a drive to cultivate innovation and self-employment opportunities among graduates. Lastly, the suggestion to offer Medicine (1.1%), although less frequent, points to an aspiration for advanced medical education pathways.

**Table 17. Suggested Majors**

Majors	Total N=131	Total f (%)	Rank
Filipino	40	30.5%	1
Science & Biology	38	29%	2
Values Education	22	16.8%	3
TLE	21	16%	4
Special Education	10	7.7%	5

Table 17 presents the suggested majors identified by 131 responses, highlighting priority areas that graduates perceive as essential for strengthening the teacher education curriculum. The most frequently recommended major is Filipino (30.5%), indicating a strong desire to promote and preserve the national language and cultural heritage within the formal education system. Closely following is Science and Biology (29%), which reflects the graduates' recognition of the critical role of scientific literacy and the need to produce educators who can effectively teach science-related subjects amid the growing emphasis on STEM education. Values Education (16.8%) ranks third, underscoring the importance of moral and character development as integral components of holistic student formation. Technology and Livelihood Education (TLE), cited by 16% of the respondents, further demonstrates the perceived relevance of equipping learners with practical, technical, and entrepreneurial skills that can enhance employability and self-sufficiency. Finally, Special Education (7.7%) signifies the graduates' awareness of the importance of inclusivity and the need to address the diverse learning needs of students with disabilities and special needs.

## DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

Graduates feedback is relevant in assessing the effectiveness or other wise of the services rendered by universities. As a result, the University together with its stakeholders share the view that there must be a continuous process of assessing the progress made by its graduates in the world of work in order to improve upon its programs and services (Owusu, 2021).

Graduate Tracer Studies among universities worldwide became a common identifiable practice that provides viable opportunities for HEIs to evaluate their academic curriculum and activities (Refugia, 2021). Tracer studies also known as graduate surveys, alumni surveys, or graduate tracking use a standardized survey to analyze employment profile of graduates, which takes place normally between 6 months and 3 years after graduation. At present, tracer studies are becoming more and more popular though it is already common in higher education.

In addition, institutions have to keep track of the performance of their graduates to determine accountability and whether or not the pro-grams have impacted the individual, the institution, or the country. Moreover, in our globally competitive knowledge economy, where change is an everyday reality, the importance of employability is generally agreed upon by policymakers and scholars alike. Tracer study constitutes one form of an empirical study that provides valuable information for evaluating the results of the education and training of a specific institution of higher education (Deblois, 2021).

As an emphasis, the graduates need to be properly prepared and equipped with skills to match the standards set by companies. Thus, colleges and universities should take responsibility in upgrading the curriculum to meet the industry needs and demands.

## Conclusions

The tracer study revealed that the majority of MonCAST BSED Social Studies graduates from Batch 2022 achieved favorable employment outcomes, with 83.8% employed, and 85.3% passing licensure exams on their first attempt, demonstrating strong preparedness and professional readiness. Despite this, slightly over 50% of graduates work in roles unrelated to their degree, indicating a moderate alignment between curriculum and market demands. Most employment is on contractual or casual terms (81%), reflecting early-stage job insecurity, although initial incomes are commendable (with 57.9% earning 15,000+ monthly). The median time to secure employment ranged from 1 to 11 months, aligning with national trends where first jobs typically start within five to twelve months post-graduation. Additionally, challenges such as family responsibilities, health concerns, and difficulties in job searching were factors contributing to the 7.4% unemployment and 8.8% not traced. These findings mirror broader Philippine tracer studies showing labor-market mismatch and the importance of curriculum relevance, practical skills, and employability initiatives for graduate success.

## Recommendations

Based from the findings and conclusions drawn, the following recommendations are offered:

- 1. Strengthen Career Services & Alumni Engagement.** Host annual homecoming events, job fairs, and placement tests (~14% of suggestions) to improve networking and hiring pipelines. Launch mentoring programs pairing current students with alumni for guidance and career support.
- 2. Enhance Curriculum Relevance & Constructive Alignment.** Regularly review curriculum with input from alumni and industry to ensure learning outcomes match current job requirements.
- 3. Expand Work-Integrated Learning (WIL).** Develop structured internships, practicum, and programs in collaboration with private companies, government units, and schools.
- 4. Support Graduate Success & Well-Being.** Offer workshops on exam preparation, resume writing, interview skills, and managing family/career balance especially to assist those facing delays or barriers. Provide targeted support and monitoring for untraced alumni, including social media outreach and active tracking.
- 5. Invest in Resources & Infrastructure.** Ensure reliable internet access across classrooms and campus to prepare students for digital teaching environments. Upgrade teaching and learning facilities, especially in labs and classrooms, to reflect modern educational environments.
- 6. Introduce New Programs & Majors.** Based on graduate demand, consider launching high-interest programs like Criminology, Nursing, IT/Computer Science, Forestry, and Public Administration. Within Education, add majors like Filipino, Science & Biology, Values Education, TLE, and Special Education to align with market and community needs (citing Tables 16–17).
- 7. Promote Continuous Professional Development.** Encourage advanced degrees and CPA/CSE eligibility by providing scholarships, partnerships with graduate schools, and flexible paths. Offer faculty training in authentic assessment, modern pedagogy, and industry trends.
- 8. Foster Industry Academe Collaboration.** Engage stakeholders in curriculum advisory boards to maintain education–industry alignment and qualifications. Co-develop special projects, research collaborations, and sector-based seminars with government, NGOs, and private sector.

## REFERENCES

1. Albina, A. C., & Sumagaysay, L. P. (2020). Employability tracer study of Information Technology Education graduates from a state university in the Philippines. *Social Sciences & Humanities Open*, 2(1), 100055.
2. Brosola, D. B. (2020). A tracer study of Bachelor of Science in nursing graduates at national university.
3. Deblois, E. C. (2021). The employment profile of graduates in a state university in Bicol Region, Philippines. *Journal of Education, Management and Development Studies*, 1(1), 33-41.

4. Nudzor, H. P., & Ansah, F. (2020). Enhancing post graduate programme effectiveness through tracer studies: the reflective accounts of a Ghanaian nation-wide graduate tracer study research team. *Quality in Higher Education*, 26(2), 192-208.
5. Owusu, E. M. M. A. N. U. E. L. (2021). A tracer study on the Bachelor of Arts education graduates of new 2010 cohorts of graduates (Doctoral dissertation, University of Education Winneba).
6. Refugia, J. (2021). Employment status and the challenges encountered by criminology graduates. *International Journal of Educational Management and Development Studies*, 2(3), 101-120.
7. Sarsale, M., Garcia, C., & Uy, I. (2024). Dimensions of program relevance towards employment success: Evidence from a graduate tracer study using principal component analysis. *Journal of Teaching and Learning for Graduate Employability*, 15(1), 205-224.