

## Employability Status of Technical Teacher Education Graduates in a State College in the Philippines

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**ABSTRACT** This tracer study among Bachelor of Technical Teacher Education graduates of Camarines Sur Polytechnic Colleges is one of the measures to ensure that the quality of training matches the needs of the industry and increases the employability of graduates. Descriptive research method was employed with the total population of the academic batch of 2018 and 2019 graduates as respondents. The chi-square test was used to test the significant relationship between educational profile and their employment status along their graduation year. There were 348 total graduates, however, only 300 participated. It was revealed that 78.05 percent are employed as employees in relevant industries and teachers in the first batch while for the second batch it is 37.78 percent only. This result is attributed to the effects of the pandemic as graduates have their first jobs within a year only. The technical skills in their specialisation are the main competency that is very useful for their job placement.

### INTRODUCTION

Almost all the higher educational institutions in the world have conducted their tracer study to monitor the current status of their graduates, which eventually helps them to re-evaluate the various program areas that need improvement or have a low rating. The tracer study, generally known as graduate survey, which takes place in various forms (written and oral), solely targets the graduates of their academic institution. Such a study is conducted sometime after producing graduates or some years after graduation. Its focus is to unfold and shed light on various topics such as work entrance, learned and acquired competencies, work entrance, work transitions, bonds on various education institutions and current occupation. One of the main purposes of a tracer study is to gradually improve the program's outcomes.

This kind of study has been claimed to be one of the sought-after elements used to define the realisation of a certain program or courses in an academic institution. Tracer studies further collect the data regarding the characteristics of employment, struggles, status, and applicability of skills within graduates' current positions or profession. Laguador and Dotong (2013) further assert that the tracer study intends to document the current employment status of Computer Engineering graduates, which further assesses the skills,

relevance of curriculum, school-related factors to their job placement, knowledge, and knowledge work values.

This study is related to the present study to determine the significance of the existing curriculum to their job. The study by Centillas (2019) said that the only proof that documents the graduates employment status related to their present occupation is the employment outcome result. The continual evaluation and monitoring of the program implementation observes the movement among graduates, the graduates' current status, and what initiatives can be made to improve the curriculum further.

There are numerous studies that have dealt with tracer studies. In the Philippine Higher Education institutions, some studies include the employability status of Computer Science graduates in Lyceum of the Philippines University. Macatangay (2013) found out that 85 percent of their graduates are now employed by different companies. However, there is still a need to review the curriculum of the said program to identify room for improvement. Also, tracer studies are mandated in accrediting agencies in the Philippines, which is why many academicians are taking part in this kind of study. Scholars were able to identify the program's strengths, weaknesses, opportunities, and threats, which they could use to strengthen their program offerings (Castro

2013; Schomburg 2016; De Castro 2017; Cuadra et al. 2019; Albina and Sumagaysay 2020; Cornillez et al. 2021; Pentang et al. 2022). With this literature found, although many have dwelled about the employability status of teacher education graduates, there are very limited studies for technical teacher education graduates, especially in the Philippines. This prompts the researcher to study the said field.

As one of the state colleges in the Bicol Region, Camarines Sur Polytechnic Colleges (CSPC) regularly conducts a tracer study for each curricular program. The Bachelor of Technical Teacher Education (BTTE) program, which produced two batches of graduates, would like to know the status of the graduates and other matters considered for the improvement of the program. This research aimed to acquire feedback from the first two years of graduates (2018 and 2019) and make the program more receptive to the market's needs, particularly in the teaching field. This study used a structured questionnaire adapted from the graduate tracer survey and an informal interview format of the Commission on Higher Education.

Most of the alumni could find jobs after graduation within seven months or less, mostly as volunteers or Local Government Unit (LGU) funded teachers handling senior high school students, while others as teachers in private schools. In addition, profile variables such as year graduated, sex, and age, Licensure Examination for Teachers (LET) performance, and conditions and provisions are suggestively associated within some areas of employability. Furthermore, knowledge, skills and competencies are predominantly connected with professional success as a teacher and waiting time before landing the first job. Thus, this study recommends that there should be studies delving more into this topic, which would eventually aid the enhancement of the program and develop necessary programs that shall be implemented to further the relevant conditions and provision of the study and to improve the skills, knowledge, and capability of Bachelor of Technical Teacher Education graduates.

Bachelor of Technical Teacher Education (BTTE) was offered by the College of Education, Arts and Sciences (CEAS) in 2014. This is one of the three (3) programs offered by the new department of Camarines Sur Polytechnic Colleges (CSPC). In the first year of program offering, there

were 150 enrolled students in the course. After four years, only 123 graduated from the course, and from this number of graduates, only 63 of the 110 who took the LET passed the board exam.

The College of Education, Arts and Sciences (CEAS) conducted a Graduate Tracer Study for its pioneer graduates. This study aimed to help the college identify the concurrence and mismatch between the training provided and the labour market. The study focussed on the quality of graduates, the condition under which they have been employed, their role in job-seeking, and how their areas of work are related to the program offered by the college. The study is also expected to help identify if the curricular program is relevant to the current market demand. Moreover, the study's findings are necessary to inform future improvement and further study.

The general objective of this study is to track the employability of the 2018 and 2019 BTTE graduates. This study also sought to answer the question of "How may the personal and educational variables affect the employability status of the Bachelor of Technical Teacher Education (BTTE) graduates at the College of Education, Arts and Sciences of Camarines Sur Polytechnic Colleges in the years 2018 and 2019?"

The College of Education, Arts, and Sciences and the College Administration and Management shall utilise the study's result in creating long-term development plans and revisions on the current curriculum to improve further and ensure the quality of the training provided of the college to the Technical Teacher Education students. Graduates should be equipped with the necessary skills and knowledge (Pontillas 2018; Pontillas and Talaue 2021). They should be well informed with information from the labour market, industries, and graduates' employability, which needs constant improvement within the degree program's curriculum. There are various opportunities for teachers here and abroad (Pontillas 2021). This study may help establish stronger cooperation between the college and the alumni who may help evaluate the program curriculum and contribute insights into the accreditation process. Graduates' ideals and perceptions toward the effectiveness of the academic programs, infrastructures, administrative, and services may help the institution strengthen further and improve the quality of instruction and program initiatives to improve graduates better.

The college would greatly benefit from the study's result as the connection between agency and institution partners and other industries may implement and collaborate to ensure that the industries accept the quality and competent graduates. As such, the Department of Education would ascertain the quality of technical teachers or personnel hired to deliver their goals and objectives and ensure the continual improvement of their institution.

Further, the students, who are future teachers and/or industry personnel, would be benefitted from the study as the result of the study would equip them with the necessary skills that would be used for the industry that they would venture into. Conversely, the findings of this study shall provide additional basis for other individuals who want to also venture into tracing the employability of their graduates, particularly this will be helpful to the technical teacher education graduates tracing.

Particularly, this study is focused on analysing the first two batches of Bachelor of Technical Teacher Education graduates employability. Moreover, the study utilised the data gathered from the 2018 and 2019 classes, which was conducted through various forms such as electronic mails, personal interviews, and letters. The study was delimited only to the College of Education, Arts, and Sciences Bachelor of Technical Teacher Education alumni who willingly rendered their time upon the researchers' request within the desired time frame.

### **Objectives of the Study**

The main objective of this study was to trace the employment profile of the graduates after they obtained their Bachelor of Technical Teacher Education (BTTE) degree. Specifically, it also determined the Licensure Examination for Teachers (LET) performance and the relevance of the skills and knowledge acquired at CSPC to their respective job, the graduates' employment status, and the transition time from graduation to employment. The study also surveyed the relevance of the respondents' first job to their education degree in college. The survey also aimed to assess the graduates' perception on the contribution of college training to the graduates' skills development and the degree of effectiveness, adequacy

and relevance of their technical teacher education training. The study further determined if there is a significant relationship between the educational profile variables and the employability status of the respondents. Lastly, the study aimed to formulate recommendations from the results to enhance the BTVTTE program further.

The foremost objective of the study is to trace the graduates' employment profiles after obtaining their Bachelor of Technical Teacher Education (BTTE) degree. More so, the study also aims to determine the performance of the graduates on the Licensure Examination for Teachers (LET) as well as the skills and knowledge they acquired at the institution, their current job, transition time from graduation to employment, and employment status. Further, the researcher also looked into the connection between their education degree in college and the first job they landed. Additionally, the survey that was conducted also aimed to unveil the graduates' perception towards the college training to the graduates' skills and professional development as well as the degree of adequacy, relevance and effectiveness of their technical teacher education training. The study also targets to reveal if there is a significant relationship between the educational profile variables and the employability status of the respondents. Further, the study aimed to draw sound and relevant recommendations to amplify and improve the Bachelor of Technical Vocational Teacher Education.

### **MATERIAL AND METHODS**

The researcher used the descriptive method of research. The subjects of this research are the first and second batches of BTTE graduates, from academic years 2018 and 2019. A total of 348 graduates were identified for the study, but only 300 participated. The CHED Survey Questionnaire for a tracer study was adopted. The researcher also conducted an informal interview with the participants. For those respondents who were easily contacted and reached, the researcher gave the questionnaire personally. Still, for far areas, the researcher adopted the available technology to distribute and gather the data.

The study used the percentage to assess the length of time in acquiring their first job and the job placement status of the graduates. Additionally, the weighted mean was utilised to define the

difficulties and common struggles encountered while looking for a job and the relevance of the skills acquired on their present employment. A Likert scale is also adopted in this study. The chi-square test was used to test the significant relationship between the educational profile variables and the respondents' employment status along with the year of graduation.

## RESULTS AND DISCUSSION

### Employment Status of Technical Teacher Education Graduates

The study aimed to discover the status of 2018 and 2019 BTTE graduates employment. Table 1 exhibits the summary of graduates by school year. Presented in the table, in the school year 2017-2018, there were 123 graduates, but only 110 took the Licensure Examination for Teachers (LET), while in the school year 2018-2019, there were 225 graduates, but only 210 took the LET. The table also presented the result of the board exam. The pioneer batch's LET rating is 57.27 percent, while the second batch's LET rating is 36.41 percent. Based on the informal interview conducted by the researchers to the second batch of graduates on the result of the LET, they revealed that some were not focused on the review and some did not religiously attend the review for the examination. Others said they were excited to return to the

CALABARZON area to work in the company to earn money to support their family.

### Employment Profile of Technical Teacher Education Graduates

Table 2 shows the status of employment of BTTE graduates. The pioneer batch had 86 or 86.68 percent of graduates employed, while 13 or 13.13 percent were unemployed. The second batch had 140 or 80 percent graduates employed and 35 or 20 percent were unemployed. This implies that most graduates aim to land a job after graduation from college. The findings are similar to the findings of Albina and Sumagaysay (2020). Students, especially in the Philippines, have the high spirits to be employed after leaving the portals of the tertiary academe. They wanted to practise the theoretical learning they have had for the past 4-5 years to stay in the university. Also, they wanted to help their family to uplift their socioeconomic status.

Table 2 is the presentation of employment profiles of the respondents. This result was similar to the study conducted by Pentang et al. (2022) and Dotong et al. (2016). The present study shows that predominantly, the graduates landed on a job, which is similar to the findings of the latter study. The study shows a high employment rate among BTTE graduates, 89.00 percent are employed and only 11.00 percent are unemployed

**Table 1: Number of graduates who participated in the study and who took the Licensure Examination for Teacher (LET) according to their batch**

<i>BTTE graduate</i>	<i>First batch SY 2017-2018</i>	<i>Percentage</i>	<i>Second batch SY 2018-2019</i>	<i>Percentage</i>	<i>Total</i>
Graduates	123		225		348
LET takers	110		211		
LET passers	63	57.27	77	36.41	
LET non-takers	10		14		24

**Table 2: Employment profile**

<i>BTTE graduate</i>	<i>First batch SY 2017-2018</i>	<i>Percentage</i>	<i>Second batch SY 2018-2019</i>	<i>Percentage</i>	<i>Total</i>
Employed	86	86.86	140	80.00	226
Unemployed	13	13.13	35	20.00	48
Sub-total	99		175		274
Pursued Master' degree studies	14		12		26

and are still looking for work. 61 percent are professional teachers while 33 percent are in technical work. The table also shows that there are 14 respondents from the pioneer batch and 12 respondents from the second batch who pursued a master's degree course.

### Number of Graduates According to Employment Status

Table 3 presents the numbers of graduates according to the nature or status of employment. It also presented the list or nature of their job during this research study and the type of job they landed after graduation (teaching job, tutor, entrepreneur, company worker, and paramilitary job). This table also presented the number of graduates who opted to continue their master's degree study rather than taking a job. The majority of graduates who participated in this study are within the college's service area. Thus, the re-possession of the data was viable. Only a few graduates did not participate due to transfers of residence because of the work destination of their family or for unknown reasons.

For the pioneer batch of BTTE graduates, as presented in the table, 35 or 30.97 percent landed a teaching job. In comparison, the second batch of graduates was 28 or 14.97 percent. Another category of job, which is related to teaching jobs, is accepting a tutorial job. The pioneer batch has 9 or 7.96 percent while for the second batch of graduates has 18 or 9.63 percent. Some graduates for the first batch preferred to be a part of a company with 21 or 18.58 percent while for second batch is 63 or 33.69 percent for the reasons of earning company experience as revealed in the

informal interview of respondents. This can be attributed that majority of the graduates were female. In the CALABARZON area, particularly in Laguna Techno Park, majority of electronics companies were hiring female applicants over males. Moreover, these graduates preferred to apply to the company for these companies that do not require applicants with LET eligibility. The BTTE graduates were majors in Electronics Technology or Food Service Management. Companies preferred technical skills related to their field of specialisation. Since technical teacher education programs can be two ways, either in field or academe, the majority prefer the field side of their track. The industry track has more opportunity as compared to the academe track because of the availability of the jobs.

### Approaches in Getting First Jobs

The analysis of data reveals that 140 of graduates admitted that the job they had during this study was their first job, which means that they are employed for at least a year. Further, respondents were asked how they could land their first job, wherein 100 respondents responded that they conducted job hunting during their industry immersion, which means that they already have target companies to apply to after graduation in college. Fifty-two responded that they were hired as a walk-in applicant, which reveals that they have been checking upon the vacancies in various industries published on social media or internet and considered their first employment. At the same time, thirty-six of the respondents said that they learned about vacancy of positions through their friends and they were hired successfully.

**Table 3: Occupational classification of employment/current occupation**

<i>Category</i>	<i>First batch</i>	<i>Percentage</i>	<i>Second batch</i>	<i>Percentage</i>	<i>Total</i>
Teaching job	35	30.97	28	14.97	63
Tutorial	9	7.96	18	9.63	27
Entrepreneur/manage small business	13	11.50	25	13.37	38
Company worker	21	18.58	63	33.69	84
Paramilitary jobs	8	7.08	6	3.21	14
No job	13	11.50	35	18.72	48
Total	99		175		
Pursuing Master's degree course	14	7.08	12	6.42	26
Participated in the study	113		187		300
Did not participate/unknown	10		38		48
Total	131		217		

One of many areas considered in this particular study is the time of waiting that the graduates rendered before getting their first employment. Table 4 presents the time that was rendered to graduates before getting their first employment. It is noted that graduates get a job between one to six months after graduation. This is so because the graduates spent their first three months reviewing and preparing for the board examination for teachers.

Of the pioneer batch of graduates, 12.32 percent or nine respondents revealed that they found a job between 1 month to 6 months, 27.39 percent or 20 respondents landed a job between 7 months to 11 months, while 60.39 percent or 44 respondents said that they found job between 1 year to less than 3 years. From the gathered data, in the pioneer batch, 13 respondents ventured into entrepreneurship or managed their own business.

While in the second batch of graduates, 27.85 percent or 39 respondents revealed that they found a job between 1 month to 6 months, 41.342 percent or 46 respondents landed a job between 7 months to 11 months, while 30.71 percent or 30 respondents said that they found job between 1 year to less than 3 years. From the gathered data, 25 respondents ventured into entrepreneurship or managing small businesses.

Of the 73 employed respondents, 44 or 60.27 percent said they got a job within a year to less

than 3 years. This data may result from the fact that most graduates spent the six months after graduation reviewing in preparation for the Licensure Examination for Teachers (LET). This was revealed also in the study of Pontillas (2018). Her study revealed that it took at least three years before graduates found their first job. Likewise, in the study by Pamittan et al. (2022), graduates of technical teacher education are employable within 18 months, either in the teaching field or in other industries.

### Monthly Earnings of the Graduates

Table 5 is the presentation of the initial gross monthly earnings of the respondents. The researchers adopted the category designed and used by the Philippine Institutes for Developing Studies, in determining their monthly income. This table was used during the distribution of the government's Social Amelioration Program (SAP) in assisting the affected families during the COVID-19 pandemic.

The majority of the respondents, or 64.15 percent, have a monthly income ranging from  $\pm 10,957.00$  to  $\pm 21,914.00$  pesos only. This can be attributed to the fact that these participants were newly graduates and did not have enough experience and further training relevant to their qualifications.

**Table 4: Number of months before getting the first job**

	Pioneer graduates		Second batch	
	No. of respondents	Percentage	No. of respondents	Percentage
Less than a month	0		0	0
1 to 6 months	9	12.32	39	27.85
7 to 11 months	20	27.39	46	41.42
1 year to less than 3 years	44	60.27	30	30.71
Total	73	100.00	115	100.00

**Table 5: Initial gross monthly earnings in first job after college**

Category	Monthly income- range	No. of respondents	Percentage
Low income but not poor	10,957 to 21, 914	145	64.15
Lower middle class	21, 914 to 43,828	81	35.84
Middle class	43, 828 to 76,669	0	-
Upper middle	76,669 to 131, 484	0	-
Upper but not rich	131,483 to 219,140	0	-
Rich	219,140 and above	0	-
Total		226	100.00

**Reasons for Staying in Their First Job**

Table 6 presented the reasons for staying in their first job, in this study researchers adopted the table used from the study of Pontillas (2018). In her study, she presented 5 indicators for the graduates to tick, which correspond to their reasons for why they stayed on their first job further. The respondents were also tasked to indicate other reasons, which were not part of the indicators. The researchers used this table for getting the data about the graduates’ reasons for staying in their first jobs.

**Table 6: Respondents’ reasons for staying with their first employer**

<i>Reason</i>	<i>Number</i>	<i>Percent</i>	<i>Rank</i>
1 High salary	25	11.06	5
2 Sufficient benefits	36	15.92	4
3 Friendly work environment	56	24.77	2
4 Proximity of place of work	50	22.12	3
5 Job satisfaction	59	26.15	1
Total	226		

As presented earlier, out of 226 employed respondents, 59 or 26.15 percent are still working in their first industry, company, or school. Table 6 depicts the respondents’ reasons for continuing their career with their first ever employer. The table presents that the job satisfaction is the predominant reason with 26.25 percent, friendly work environment ranked second with 56 or 24.77 percent, proximity of place of work ranked third with 22.12 percent or 50, the fourth rank is the sufficient benefits with 36 or 15.92 percent, and high salary ranked fifth with 25 or 11.06 percent. It can be deduced that the respondents were new graduates. This result reaffirms that not every worker considers remuneration as the main factor within their employment but the sociological satisfaction that the environment provides.

Based on the gathered data from the respondents, the researchers conclude that because

graduates of BTTE graduated three years ago, it is premature to say they are already successful. However, in the informal interview with the respondents, they were just starting to look for a greener pasture. Now, what plays in their mind is to find a job and have the experience to be better professional teachers or have higher positions in the teaching field. Others preferred to venture into a business, or an entrepreneurial job based on their training related to their major course.

**Significant Relationship Between the Educational Profile Variables and the Employability Status of the Respondents**

The study revealed that their educational profile variables are significantly associated with the employment status as presented in Table 7. The BTTE graduates have two major courses, that is, Food Service Management and Electronics Technology. These two majors are very technical and vocational-oriented courses. Educational variables gathered from respondents’ data revealed that the current occupation and waiting time before getting the first job were significant.

Table 7 shows the tabulated findings for the significant relationship between the educational profile variables and the employability status of the respondents, along year of graduation. The value that was computed was 22.20, which is considered greater than the tabular value of 12.59 at 0.05 level of significance. Thus, the presented null hypothesis was rejected, concluding that there is a significant relationship between the educational profile variables and the employability status of the respondents in terms of their current occupation.

**On the Relevance of BTTE Curriculum to their First Job**

A general number of respondents answered that the curriculum is relevant to their current job.

**Table 7: Significant relationship between the educational profile variables and the employability status of the respondents along year of graduation**

<i>Status of employability</i>	<i>Computed value</i>	<i>Tabular value (at 0.05 Level of Significance)</i>	<i>Degree of freedom</i>	<i>Decision on Ho</i>	<i>Inference</i>
Current occupation	22.20	12.59	6	Reject Ho	Significant
Waiting time before getting the first job	23.57	7.82	3	Reject Ho	Significant

It is noted, however, that competencies acquired in college were found beneficial in the first job that graduates suggest giving students more exposure to the industry related to the course.

Table 8 is the presentation of the competencies learned in the college. Respondents ranked competencies based on their experience in their first job after finishing the course. Respondents revealed that their experience in college helped them in their first job.

**Table 8: Competencies learned in college**

<i>Competencies</i>	<i>Number</i>	<i>Percentage</i>	<i>Rank</i>
Communication skills	56	24.77	1
Human relations skills	31	13.71	4
Entrepreneurial skills	27	11.94	6
Problem-solving skills	36	15.92	3
Critical thinking skills	48	21.23	2
Other skills	28	12.38	5
Total	226		

Based on the gathered data, it was presented that the respondents generally agree with the idea that communication skills are the component that should be improved further, as it is necessary and most useful competency acquired in college, which greatly helped them getting into their first employment. This is because teaching deals with using someone's interpersonal skills. Therefore, well-developed communication skills are essential in this aspect. It is a requisite in the teaching profession to have good interpersonal skills to build meaningful relationships, which are established through good communication skills. Moreover, the respondents amplify their ideas that human relation skills were often used on their first job. Additionally, Dumas and Dumlao (2011) asserted that human relations and communication skills were also utilised prevalently by BEED graduates, reflecting the skills that are useful on their first employment. Gines (2014) presented the data she gathered on her tracer study that communication skills and human relation skills are of high utilisation in the teaching profession. However, graduates also claimed that information technology skills, entrepreneurial skills, critical thinking skills, and problem-solving skills are important skills that need to be acquired, as they are useful within the industry. Also, Daminar et al. (2022), posited that teacher education graduates should be equipped with necessary skill sets for

marketability and employability. Contrastively, Loquias (2015) presented that problem-solving, critical thinking, and communication skills are the most useful skills for the first jobs of the graduates as the respondents of this study were graduates of Electronics Engineering as compared to the current study and other studies that are focused on graduates of teacher education.

These are some of the gathered comments and suggestions by most respondents on improving course curriculum.

- ◆ First, conduct an enhancement program particularly in English communication and grammar.
- ◆ Second, professional development activities must be part of the curriculum.
- ◆ Third, improve the laboratory tools and equipment for exposure purposes of both faculty members and students.
- ◆ Fourth, conduct an exposure trip or visit before the industry immersion or on-the-job-training.
- ◆ Fifth, ICT Training for graduating students must be included in the activities of graduating students so that students can easily adjust to the new normal that has happened in the world.
- ◆ Sixth, periodic review of the curriculum to be participated by all concerned stakeholders.
- ◆ Seventh, a seminar-workshop on the following topics in professional education courses should be included, like preparing syllabus, course outline, instructional materials, item analysis, and table of specification and teaching strategies.
- ◆ Eighth, there should be an additional English grammar subject in the curriculum.
- ◆ Ninth, industry immersion should be enhanced to develop the target knowledge, skills, and competencies of the course.
- ◆ Tenth, in service-training practice teaching for third year students.
- ◆ Eleventh, group tutorials must be adopted to slow learner students.
- ◆ Lastly, conduct a review for the Licensure Examination for Teachers every Saturday to enhance students' knowledge and skills before the board examination.

## CONCLUSION

The research indicates that a large majority of BTTE graduates from academic years 2018 and



2019 have been successfully employed in their local job market. The pioneer batch had an employment rate of 86.86 percent, while the second batch had an employment rate of 80 percent. Almost all employed graduates have worked in the business sector, followed closely by teaching posts. This observation implies that BTTE is compatible with technical and vocational careers, or it could be an indicator of the preference of graduates to gain experience in industry prior to being able to pursue a teaching career. In particular, due to a field visit in special areas such as food service management and electronics technology, respondents have acquired practical knowledge and expertise.

Furthermore, the study revealed that 64.15 percent of the respondents reported a gross monthly salary ranging from  $\pm$  10,957.00 to  $\pm$  21,914.00, indicating that many of the graduates were newly hired and had not taken board examinations. In addition, in one to three years following their graduation the majority of graduates found a new job. As a result of the favourable working atmosphere, 93 percent of respondents remained in initial employment.

These findings highlight the positive outcomes of the BTTE program, as a substantial proportion of graduates found employment locally and were able to apply their acquired skills effectively. The results also emphasise the importance of fostering strong communication abilities, which appear to be crucial for success in their initial professional endeavours.

### RECOMMENDATIONS

The college should enhance the curriculum of the Bachelor of Technical Teacher Education curriculum by reviewing the curriculum with the administration, stakeholders, and the presence of representatives from various industries to improve the program further and develop an institution and industry ready graduates. The college should conduct and enhance existing programs to improve graduates' knowledge, skills and competency. Suggestions and recommendations from graduates, industry representatives, school, or college teachers and other community stakeholders must be considered to address the needs of the students. Enhancement programs for third-year to fourth-year students should be institu-

tionalised. Industry immersion should also be improved. The competencies of students should be given training for enhancement purposes. It is also highly encouraged that a similar study should be conducted with the fusion of graduates and employers if the graduates are employed.

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