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A Tracer Study on the Elementary Education Graduates of Philippine Electronics and Communication Institute of Technology (PECIT)

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ABSTRACT

This study traced the Bachelor of Elementary Education (BEED) graduates of the Philippine Electronics and Communication Institute of Technology (PECIT) from Academic Years 2018–2019 to 2022–2023, focusing on their demographic profiles, employment status, and acquired competencies. Using a descriptive research design, data from 80 graduates were collected through the CHED Graduate Tracer Study questionnaire and analyzed using frequencies and percentages. Results show that most graduates are female, within one to three years post-graduation, and employed in entry-level teaching positions. However, many face job insecurity due to non-permanent roles and report a misalignment between the BEED curriculum and the actual demands of teaching, as reflected in low Licensure Examination for Teachers (LET) passing rates.

Communication, critical thinking, and human relations were identified as the strongest competencies gained during college, while entrepreneurial skills were least emphasized but increasingly necessary as educators take on multifaceted roles. Employment is mostly local, with half of the graduates in the education sector and the rest in other industries. Limited access to post-college training highlights the need for stronger professional development initiatives. The study recommends curriculum enhancement, strengthened LET review programs, improved career support services, and institutional linkages to improve employability and career stability.

Keywords: Tracer Study, Practical Knowledge, Curriculum Design, Employability, Teaching Internship, descriptive design, Philippines

1. INTRODUCTION

Tracer studies were valuable research tools used to assess the employability and career progression of graduates, offering insights into how an educational institution prepared its students for the workforce. By tracking graduates' employment status, job relevance to their field of study, and challenges encountered in their careers, tracer studies helped institutions evaluate the effectiveness of their academic programs and make necessary improvements. As Dela Cruz (2022) noted, tracer studies provided crucial insights into the graduates of academic programs in higher education institutions (HEIs), helping refine an HEI's mission, define its market niche, and guide the enhancement of academic programs and course offerings to align with institutional goals. Additionally, stakeholders leveraged these findings to identify sources of expertise and talent. Tracer studies also served as a foundation for curriculum development, policy formulation, and industry collaboration, ensuring that education remained responsive to labor market demands. Ultimately, they contributed to the continuous improvement of higher education and the long-term professional success of graduates.

To maximize their impact, however, it was important to acknowledge and address the challenges that could arise in the implementation of tracer studies. While their role in guiding educational improvements was well established, the effectiveness of these studies was influenced by contextual factors. As highlighted by Gibbons et al. (2020), differing educational frameworks and labor market dynamics across countries or regions made it difficult to compare results or apply findings universally. Additionally, Riggior et al. (2021) noted that inconsistencies in data availability and quality hindered the depth and accuracy of the analysis. Recognizing these limitations did not diminish the value of tracer studies; rather, it emphasized the need for enhanced methodologies, standardized data collection, and collaborative efforts among institutions and stakeholders. Addressing these concerns ensured that tracer studies continued to be reliable tools for shaping responsive and effective educational systems.

In many countries, conducting tracer studies was a formal requirement for the accreditation of study programs. As Pardo and Pichay (2019) emphasized, these studies provided valuable information to assess the quality of education and training received by graduates. They were essential tools for higher education institutions, allowing them to gather evidence for continuous improvement, assess the relevance of their programs, and contribute to the accreditation process. Additionally, tracer studies informed stakeholders about the institution's accomplishments and the success of its graduates. Often referred to as "graduate surveys," "alumni research," "follow-up studies," or "graduate career tracking," they played a crucial role in monitoring graduates' career trajectories. They also offered important insights into higher education outcomes, providing data-driven evaluations that supported curriculum enhancement and quality assurance efforts (Pardo & Relon, 2023).

To assess the employment outcomes of its graduates, the Philippine Electronics and Communication Institute of Technology – Administrative and Academic Affairs conducted a tracer study on its elementary education graduates. This was the first such study since the school's establishment in 1983, and the College of Education program was introduced in 2009. Understanding how well graduates transitioned into the workforce and the relevance of the skills they acquired during their studies helped the institution refine its curriculum to better meet industry demands. The study also aimed to identify gaps between the education provided and the skills required by employers. By analyzing the types of positions graduates secured and the competencies they possessed, the school implemented targeted improvements in its programs, ensuring that students were well-prepared for the evolving job market (Adillo, 2024). This alignment was crucial in a rapidly changing technological landscape where new skills and knowledge continually emerged.

The conduct of the tracer study among elementary education graduates of PECIT was anchored in various legal frameworks, including the Education Act of 1987 and the Commission on Higher Education Memorandum Order No. 20, series of 2015. These laws emphasized the importance of tracking the outcomes of higher education programs to ensure their relevance and effectiveness in meeting the needs of the labor market and society (Abana et al., 2020).

This study contributed to the ongoing discourse on teacher education and the employment challenges faced by graduates in the Philippines. Graduate tracer studies were instrumental in assessing whether universities upheld their commitment to delivering high-quality programs and offering courses that developed the essential skills needed for success in twenty-first-century learning. Recent studies emphasized the importance of aligning curricula with industry demands to enhance employability. For instance, Pentang et al. (2022) found that graduates from a state university in the West Philippines encountered challenges such as employment standards and limited teaching positions, underscoring the need for curriculum enrichment to meet future employment demands. Similarly, Pardo and Relon (2023) observed that graduates expressed the necessity for curriculum adjustments to better prepare them for the evolving educational landscape. These findings underscored the critical role of graduate tracer studies in informing curriculum development and ensuring that teacher education programs equipped graduates with the competencies required to thrive in the dynamic field of education. Thus, understanding the factors that influenced graduate outcomes informed initiatives to improve their job prospects and ensured that graduates were well-equipped to contribute to the local and national education systems.

1.1 Research Questions

This study aimed to trace the elementary education graduates of the Philippine Electronics and Communication Institute of Technology (PECIT) from the Academic Year 2018- 2019 to the Academic Year 2022 -2023.

Specifically, this study was designed to gather information on the following data:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 general information,
 - 1.2 educational background.
 - 1.3 training attended; and
 - 1.4 employment data?
2. Which of the following competencies the BEED graduate most learned in college in terms of:
 - 2.1 communication skills,
 - 2.2 human relations skills,
 - 2.3 entrepreneurial skills,
 - 2.4 Information technology skills,
 - 2.5 Problem solving skills; and
 - 2.6 Critical thinking skills?
3. Based on the findings, what plan of action can be proposed to enhance the employability of the BEED graduates?

2. METHODOLOGY

2.1 Research Design

This research employed a descriptive design to gather comprehensive data on the educational background and employment outcomes of elementary education graduates from 2019 to 2023. The descriptive research design, as visually represented by the swim lane diagram, is appropriate for this tracer study because it enables systematic and factual documentation of graduates' profiles and employment outcomes. This design facilitates a thorough analysis of variables related to graduates' academic backgrounds and employment experiences, allowing the researcher to capture patterns and trends without manipulating any variables. By documenting key details such as educational achievements, current employment status, and career trajectories,

this approach offers valuable insights into the factors that influence employability. It is especially suitable for understanding "what is" in terms of graduate outcomes, making it ideal for a tracer study. This comprehensive understanding forms a solid foundation for future research and targeted institutional interventions aimed at enhancing graduate employability and aligning academic programs with labor market needs.

2.2 Research Respondents/Sampling

The respondents of this research were eighty (80) Bachelor of Elementary Education (BEED) graduates from the Philippine Electronics and Communication Institute of Technology (PECIT) who completed their program within the past five years, from the school year 2019 to 2023. These graduates were selected from a total of one hundred ninety-two (192), based on records obtained from the Registrar's Office. Using convenience sampling, a total of 80 respondents—representing forty-two percent (42%) of the total graduate population—participated in the study.

Several challenges contributed to the limited response rate. Many graduates had relocated or used pseudonyms on social media, making them difficult to trace. Some were unavailable due to personal or professional commitments. Moreover, outdated or incomplete contact information provided by the Registrar's Office further hindered communication efforts. Time and resource constraints within the study's timeframe also limited follow-up opportunities. Lastly, the use of convenience sampling restricted participation to a manageable subset rather than attempting to contact the entire population. Collectively, these factors explain the 42% response rate achieved in this study.

Table 1. Distribution of Respondents

Academic Year	Population (N)	Sample Size (n)
2018-2019	24	11
2019-2020	17	8
2020-2021	41	16
2021-2022	52	25
2022-2023	58	20
TOTAL	192	80

2.3 Research Instrument

The researcher utilized the Graduate Tracer Study questionnaire from the Commission on Higher Education (CHED). The questionnaire is composed of four main parts: the general profile of the respondents, their educational background, the post-college programs they received, their employment data, and the competencies they learned during their college years. However, while the original questionnaire consisted of 33 items, some questions were omitted in this study to ensure relevance and alignment with the research objectives. The removed items were those considered less applicable to the specific context of the respondents or redundant with other questions.

The questionnaire was distributed through Google Forms, with respondents receiving the links via their email addresses. The use of this modified questionnaire provided a rich and comprehensive understanding of the experiences of elementary education graduates from the Academic Year 2018–2019 to Academic Year 2022–2023 while ensuring that the collected data remained focused and meaningful.

2.4 Statistical Treatment

This study employed descriptive statistics to analyze the collected data.

Frequency and Percentage. This statistical tool was used to determine the distribution of categorical variables, such as the age, sex, educational background and their employment data and the degree of competency that the respondents learned in college.

3. RESULTS AND DISCUSSION

1. What is the demographic profile of the respondents in terms of general information, educational background and employment data?

Tables 2 to 4 present the demographic profile of the respondents in terms of general information, which includes their civil status, sex, and age.

Table 2 presents the distribution of Bachelor of Elementary Education (BEED) graduates in terms Civil Status.

Table 2. Distribution of Respondents in terms of Civil Status

Civil Status	Frequency	Percentage
Single	57	71
Married	21	27
Widowed	1	1
Cohabiting Couple	1	1
TOTAL	80	100%

Table 2 shows that the majority of graduates, specifically 57 respondents (71%), are single. This suggests that most of them may be focusing on career advancement and personal development. Meanwhile, 21 respondents (27%) are married, which indicates that a notable number of graduates manage to balance family life with their professional responsibilities. Only one respondent (1%) is widowed, and another respondent (1%) is living as part of a cohabiting couple, representing a minimal portion of the population.

These results are consistent with the demographic trends reported by Lesthaeghe and Neidert (2020), who examined changes in family and civil status patterns in developed countries. Their research highlights a shift toward delayed marriage and increased rates of cohabitation among young adults, driven by socioeconomic factors and changing cultural norms.

Table 3 presents the distribution of profile of Bachelor of Elementary Education graduates, specifically focusing on Sex distribution, providing a clear overview of the male and female representation among the graduates.

Table 3. Distribution of Respondents in terms of Sex

Sex	Frequency	Percentage
Male	26	33
Female	54	67
TOTAL	80	100%

Table 3 presents the sex distribution of graduates, showing that the majority are female, with 54 respondents (67%), while 26 respondents (33%) are male. This predominance of female graduates reflects global trends in the teaching profession, particularly in elementary education, where women continue to outnumber men. The underrepresentation of males highlights a noticeable sex disparity in the field. This imbalance may stem from persistent barriers that discourage men from pursuing careers in early childhood and elementary education, such as societal expectations, sex-role stereotypes, and perceptions of the profession's status and compensation.

This observation is consistent with UNESCO's (2021) findings, which state that 94% of pre-primary and 68% of primary school teachers worldwide are female. Similarly, data from the Philippine Statistics Authority (2023) show that females outpace males in attaining higher education levels, especially in teaching-related courses. Moreover, reports from *The Guardian* (2025) and *The Wall Street Journal* (2025) emphasize that low pay and entrenched sex stereotypes are among the key factors deterring men from entering the teaching profession.

Table 4 presents the distribution of profile of Bachelor of Elementary Education graduates, focusing on their age distribution.

Table 4 shows that the largest proportion of graduates, 33 respondents (41%), fall within the 26–30 age range, representing early-career professionals who are actively building their teaching experience. Meanwhile, 24 respondents (30%) are between 21–25 years old, indicating that a substantial number are recent graduates, likely entering the profession directly after completing their degree.

Table 4. Distribution of Respondents in terms of Age

Age	Frequency	Percentage
21-25	24	30
26-30	33	41
31-35	12	15
36-40	9	11
41-45	2	3
TOTAL	80	100%

Interestingly, 23 respondents (29%) are aged 31 and above—with 12 in the 31–35 range, 9 in the 36–40 range, and 2 in the 41–45 range. This suggests that the BEED program also attracts career shifters or adult learners returning to the field of education, demonstrating the program's flexibility,

inclusivity, and relevance across various life stages. This implies that the program lacked this adaptability; older age groups would likely be underrepresented, resulting in a narrower age distribution. Instead, the current profile reflects a diverse pool of graduates whose varied ages and life experiences can enrich the teaching profession with broader perspectives, deeper insights, and long-term professional commitment.

These findings are supported by Salazar et al. (2022), who reported that 60% of BEED graduates at St. Paul University Surigao were aged 21–24, while 36% were aged 25–28, also pointing to the strong presence of young professionals. Similarly, Magno and Diaz (2020) found that 14% of BEED graduates from Davao Oriental State University were aged 31 and above, affirming that teacher education programs continue to appeal to both fresh graduates and mid-career entrants alike.

Tables 5 to 8 present the demographic profile of the respondents in terms of educational background, including their year of graduation, professional examinations taken and passed, and trainings or advanced studies attended after college.

Table 5 presents the distribution of respondents based on their year of graduation from the institution. The respondents represent graduates from the batches of 2019, 2020, 2021, 2022, and 2023, providing a comprehensive overview of alumni across five consecutive academic years.

Table 5. Distribution of respondents in terms of Year Graduated

Year Graduated	Frequency	Percentage
2019	11	13
2020	8	10
2021	16	20
2022	25	32
2023	20	25
TOTAL	80	100%

The distribution of BEED graduates by year of graduation reveals that the largest group consists of the 25 graduates from 2022, accounting for 32% of respondents. This is followed by 20 graduates from 2023 (25%) and 16 graduates from 2021 (20%), indicating strong representation from recent cohorts. This concentration of respondents from the last three years allows for a relevant and current assessment of the program's effectiveness in meeting contemporary educational needs. In contrast, the smaller frequencies from 2019 (11 graduates or 13%) and 2020 (8 graduates or 10%) may be due to factors such as lower enrolment during those years, fewer respondents participating in the study, or the impacts of the COVID-19 pandemic, especially on the 2020 cohort. If the year of graduation had no bearing on participation, one would expect a more even distribution across cohorts. However, the observed variation suggests that employment experiences and professional trajectories differ across graduating classes, possibly reflecting shifts in job market conditions, educational policy, and program delivery.

The variation in graduate distribution by year aligns with findings from recent studies that highlight how external factors, such as the COVID-19 pandemic, significantly affected student enrolment and participation rates in academic programs (Garcia & Tan, 2022; Lopez et al., 2023). These studies emphasize those cohorts graduating during or shortly after the pandemic experienced unique challenges, including disrupted learning modalities and limited employment opportunities, which likely influenced their participation in tracer studies and career trajectories. Moreover, research by Santos and Cruz (2024) suggests that shifts in educational policy and evolving labor market demands contribute to differing professional outcomes across graduating classes. The concentration of recent graduates in studies is considered beneficial, as it provides timely insights into the effectiveness of current curricula and preparation for workforce demands, while also reflecting contemporary employment environments (Velasco & Mendoza, 2023). Such demographic patterns underscore the importance of contextualizing graduate outcomes within their respective socio-economic and temporal frameworks.

Table 6 presents the distribution of respondents based on the professional examination they took after graduating from college. The data reflects the type of licensure or certification examinations pursued by Bachelor of Elementary Education (BEED) graduates, providing insights into their professional qualifications and post-graduation pathways.

Table 6. Distribution of respondents in terms of Professional Examination taken.

Professional Examination Taken	Frequency	Percentage
LET	75	94
CSE	3	4
None	2	2
TOTAL	80	100%

The data reveal that 75 out of 80 respondents (94%) took the Licensure Examination for Teachers (LET), highlighting its critical role in becoming a licensed professional educator in the Philippines. This high participation reflects the program's strong alignment with licensure requirements and suggests the BEED curriculum effectively prepares graduates for the LET. Only three respondents (4%) took the Civil Service Examination (CSE), indicating that a small segment of graduates may be pursuing non-teaching roles in the public sector or alternative career paths outside the classroom.

Meanwhile, two respondents (2%) did not take any professional examination, possibly due to further studies, career shifts, or personal reasons. If licensure were not a key employment requirement, a larger number might have opted out of the LET. This implied that understanding these choices can offer valuable insights into shifting career trajectories, motivational factors, and external influences affecting graduate decisions. Such findings may inform future program enhancements, including career guidance, specialization options, and support mechanisms that better align with graduates' diverse goals and the evolving demands of the profession.

The high percentage of graduates who took the Licensure Examination for Teachers (LET) underscores the critical role this examination plays in the professionalization of educators in the Philippines. This finding aligns with Salandanan (2021), who emphasizes that passing the LET is a mandatory step for education graduates to become licensed teachers, ensuring quality standards in the profession. The strong emphasis on LET preparation within the BEED curriculum reflects the program's alignment with national licensure requirements, supporting Aquino and Galvez's (2023) observation that teacher education programs increasingly tailor their courses to meet regulatory and competency standards. Meanwhile, the smaller proportion of graduates who took the Civil Service Examination or chose not to take any professional exam suggests that some are exploring alternative career paths, whether in public service or further studies. Navarro et al. (2022) noted that while licensure remains the primary goal for most education graduates, diversification of career options is becoming more common. This diversification highlights the importance of institutions providing comprehensive career guidance and support mechanisms, as argued by Santos and Mercado (2024), to accommodate the evolving professional aspirations and needs of graduates. These insights contribute to understanding how licensure influences career decisions and can guide future program improvements to better support diverse graduate outcomes.

Table 7 presents the distribution of profile of the respondents based on the professional examination they have taken. This categorization provides insight into the professional qualifications and certification pathways pursued by the graduates after completing their degree.

The table indicates that a majority of BEED graduates, specifically 60 respondents (75%), have successfully passed the Licensure Examination for Teachers (LET). This suggests a strong level of preparedness among graduates and reflects positively on the effectiveness of the program's curriculum and review mechanisms.

Table 7. Distribution of Respondents in terms of Professional Examination passed

Profile	Frequency	Percentage
LET	60	75
CSE	1	1
None	19	24
TOTAL	80	100%

Conversely, 19 respondents (24%) did not pass any professional examination, highlighting an area where additional support and intervention might be necessary. This group may benefit from enhanced academic advising, review resources, and targeted interventions to increase their chances of licensure success.

Only one respondent (1%) passed the Civil Service Examination (CSE), illustrating that a very small fraction of graduates pursue career paths outside traditional teaching roles. The low number of CSE passers suggests an opportunity for the BEED program to provide career guidance for graduates interested in government service or other public sector opportunities beyond education. Supporting this, Evangelista (2021) emphasizes the importance of curriculum design, in-house review programs, and access to review materials as key factors in improving LET performance. Addressing these areas can help raise pass rates and better prepare future graduates for their professional examinations.

Table 8 illustrates the demographic profile of the respondents based on the trainings and advanced studies they have attended. This data provides insight into the professional development activities and continuing education pursuits of the graduates beyond their initial degree.

Table 8. Distribution of Respondents in terms of Trainings or Advance Studies attended after College

Trainings or Advance Studies attended after college	Frequency	Percentage
Basic Education Trainings	27	35
PEAC Service Training	9	11
Seminars / Webinars	5	6
Computer Literacy	7	9
Master's Degree	10	12
Public Officer Trainings	2	2
Business Related Trainings	4	5
None	16	20
TOTAL	80	100%

Table 8 shows that 64 out of 80 respondents, or 80%, pursued post-college training or advanced studies, demonstrating a strong and commendable commitment to lifelong learning and continuous professional growth. Specifically, 27 graduates attended Basic Education Training, 10 pursued Master's Degrees, nine completed PEAC Service Training, and others participated in seminars, computer literacy courses, public officer, or business-related training. This broad engagement reflects positively on the BEED program, suggesting it fosters a culture that values ongoing development and equips graduates with the skills and mindset necessary for continuous improvement throughout their careers.

These findings align with research by Cornillez et al. (2021) and Hansen and Hansen (2019), which emphasize the critical role of continued learning in enhancing teacher effectiveness, adaptability, and career longevity. Professional development not only supports personal growth but also contributes to improved instructional quality and responsiveness to evolving educational demands.

However, 16 respondents, representing 20%, did not participate in any further training or advanced studies after college. This highlights a concerning portion of graduates who may face barriers such as financial constraints, limited access to relevant programs, or the perception that additional studies are unnecessary for their career goals. Addressing these challenges is vital. By identifying and mitigating such obstacles, the BEED program can provide targeted support, including financial aid, accessible learning opportunities, and career guidance to encourage more graduates to engage in lifelong professional development, ultimately benefiting both the individuals and the education sector as a whole.

The demographic profile of the respondents, in terms of educational background, includes their year of graduation, professional examinations taken and passed, and trainings or advanced studies attended after college.

Tables 9 to 20 present the demographic profile of the respondents in terms of their employment data, including their employment history, current status, sector, occupation, reason for unemployment, line of business of the company, status of their first job, reasons for changing jobs, duration of stay, and the relevance of the curriculum.

Table 9 illustrates the distribution of respondents based on their employment history, providing insight into their current engagement in the workforce.

Table 9. Distribution of Respondents in terms of Employment History

Employment Data	Frequency	Percentage
Employed	56	70
Unemployed	19	24
Never Employed	5	6
TOTAL	80	100%

The data indicate that a majority of BEED graduates, 56 respondents (70%), are currently employed, reflecting a relatively positive outcome in terms of workforce integration. However, the combined 24% unemployed and 6% who have never been employed underscore on-going challenges faced by some graduates in securing or transitioning into employment.

These figures highlight the necessity for improved job availability, enhanced career guidance, and stronger alignment between the BEED curriculum and labor market demands. Studies by Aquino et al. (2021) emphasize that institutional support, development of job-market-ready skills, and practical training are critical factors in boosting graduate employability. Implementing targeted interventions—such as expanded career services, internship opportunities, and curriculum adjustments tailored to current industry needs—can better equip graduates and increase their chances of obtaining meaningful and sustainable employment.

Table 10 illustrates the distribution of respondents based on the employment sector in which they are currently employed.

Table 10. Distribution of Respondents in terms of Employment Sector

Employment sector	Frequency	Percentage
Public	32	41
Private	24	33
None	5	6
TOTAL	80	100%

Table 10 illustrates the employment sectors of BEED graduates, revealing that 32 or 41% are employed in the public sector, while 24 or 33% work in private institutions. This distribution demonstrates that the BEED program effectively equips graduates for careers in both public and private educational settings. However, 5 or 6% of graduates not employed in either sector requires further attention, as they may be unemployed, pursuing alternative career paths, or engaged in further studies. Investigating the underlying factors affecting their employment status is essential to provide targeted interventions and support.

This supports the study of Daguplo et al. (2019) and Lumbang and Ceballos (2021) that highlights the importance of preparing graduates with adaptable skills that meet the demands of both sectors and addressing regional disparities in employment opportunities. These findings underscore the need to enhance career guidance services, tailor training programs to sector-specific needs, and explore alternative employment pathways. Such efforts are vital to improving the overall employability, career flexibility, and long-term success of BEED graduates.

Recent studies emphasize the significance of equipping education graduates with versatile skills to navigate diverse employment sectors effectively. According to Reyes and Navarro (2023), graduates who demonstrate adaptability and sector-specific competencies are better positioned to secure employment in both public and private institutions, enhancing their career resilience amid changing labor market conditions. Moreover, research by Fernandez et al. (2022) highlights that on-going professional development and targeted career support services are crucial in addressing employment gaps, especially for those graduates who may be unemployed or pursuing further studies. These findings align with the call for educational programs to continuously refine curricula and support mechanisms to meet the evolving demands of the education sector, thus fostering sustainable employment outcomes for graduates.

Table 11 presents the distribution of respondents in terms of the status of their employment.

Table 11. Distribution of Respondents in terms of Employment Status

Employment Status	Frequency	Percentage
Regular or Permanent	37	46
Temporary	6	7
Casual	10	13
Contractual	10	13
Self-employed	9	11
None	5	6
ALS Volunteer Teacher	2	3
Barangay official	1	1
TOTAL	80	100%

Table 11 indicates that 37 respondents (46%) hold regular or permanent positions, suggesting job stability and effective preparation for long-term employment, particularly in the public sector. Meanwhile, 26 respondents (35%) are in non-permanent roles—temporary (6), casual (10), and contractual (10)—which raises concerns about job security and career advancement.

Studies have shown that job stability significantly influences teacher retention and motivation, with permanent positions providing greater career satisfaction and opportunities for professional growth (Sumipo, 2020; Anog et al., 2024). Conversely, non-permanent roles often come with uncertainties that may impact long-term career planning.

Additionally, nine respondents (11%) have chosen non-traditional paths such as self-employment, ALS volunteer teaching (2 respondents), or serving as a barangay official (1 respondent), possibly due to limited teaching vacancies or personal career choices. This aligns with findings from Hermoso and Tomas III (2024), who note that limited teaching vacancies and evolving personal aspirations push graduates to explore diverse professional opportunities. Only five respondents (6%) reported being unemployed, indicating that the program largely succeeds in preparing graduates for employment.

Nonetheless, understanding the reasons behind this unemployment is essential, given that salary disparities and limited career progression opportunities affect job satisfaction and retention. Rivera and Mendoza (2024) emphasize the need for targeted job placement programs and curriculum adjustments to better align graduate competencies with labor market demands, addressing salary and progression challenges that affect job satisfaction and retention among early career educators. These findings highlight the importance of improving job placement assistance, addressing the challenges faced by those in non-permanent employment, and aligning the curriculum with labor market needs to promote better long-term employment outcomes for BEED graduates.

Table 12 presents the distribution of respondents based on their present occupation.

Table 12. Distribution of Respondents in terms of their Present Occupation

Present Occupation	Frequency	Percentage
Professional Roles	29	36
Technician and Associate Pro...	7	8
Clerks	8	10
Service workers and shop an...	4	5
Farmers, Forestry workers an...	3	4
Trades and related workers	10	13
Plant and Machine operators...	1	1
Laborers and unskilled workers	2	3
Special Occupation	3	4
Others	13	16
TOTAL	80	100%

The data shows that 29 respondents (36%) are employed in professional roles, typically including teaching and other education-related occupations. Meanwhile, seven respondents (8%) work as technicians and associate professionals, eight respondents (10%) as clerks, four respondents (5%) in service roles, three respondents (4%) as farmers, forestry workers, or fishermen, and 10 respondents (13%) are engaged in trades and related work. Additionally, one respondent (1%) is a plant and machine operator, two respondents (3%) are laborers or unskilled workers, three respondents (4%) have special occupations, and 13 respondents (16%) fall under other unspecified occupations.

This distribution indicates that while a sizable group of 29 graduates (36%) remain in professional teaching roles, a larger portion of 51 graduates (64%) pursue alternative career paths beyond traditional teaching. Supporting this, Cabrera and Cabrito (2023) found that only 56.9% of BEED graduates worked in teaching roles, with others in various non-education fields.

Similarly, a tracer study by Enriquez et al. (2024) revealed that only 30.81% of BEED graduates practiced the teaching profession, while 20.35% were employed in non-teaching fields. These findings suggest that the BEED program should enhance career guidance and broaden skills training to support graduates in diverse employment opportunities. Panlaqui and Bardemorilla (2023) also observed that teacher education graduates often consider factors such as competitive income, personal passion, and growth opportunities when opting for non-teaching careers. Therefore, integrating comprehensive career counseling and adaptable skill development into the BEED curriculum could better prepare graduates for the evolving job market. Table 13 presents the demographic profile of the respondents regarding their employment status and the reasons for unemployment among those not currently employed.

Table 13 presents the distribution of respondents in terms of the reason of unemployment.

Table 13. Distribution of Respondents in terms of Reason of Unemployment

Reason of Unemployment	Frequency	Percentage
Advance or further study	6	43
Family concern	4	22
Health-related reason	1	7
Lack of work experience	1	7
No job opportunity	1	7
Did not look for a job	1	7
Other reasons	1	7
TOTAL	14	100%

The data shows that six respondents are unemployed because they are pursuing advanced or further studies, representing 43% of the unemployed group. This indicates a conscious decision among graduates to delay employment to enhance their qualifications and future job prospects. Studies affirm that many graduates opt for postgraduate studies to remain competitive in the job market or to meet the minimum qualifications of specific teaching positions (Laguador, 2020; Panganiban et al., 2022). Four respondents, or 22%, are unemployed due to family concerns, reflecting how personal or caregiving responsibilities can impact employment decisions—a phenomenon noted by Reyes and Roque (2021), who emphasize the role of gender and caregiving roles in delaying employment among education graduates.

The other reasons for unemployment were each cited by one respondent, making up 7% for each category. These include health-related issues, lack of work experience, and absence of available job opportunities, not actively seeking employment, and other unspecified reasons. This variety underscores the presence of both individual and systemic factors contributing to unemployment among graduates. According to Salas and Soriano (2020), graduates' employment outcomes are not only influenced by academic preparation but also by contextual factors such as health, economic conditions, and the availability of support networks.

These findings suggest that the BEED program and its stakeholders should consider strengthening support systems to address the diverse causes of unemployment. For example, enhanced career counselling could help graduates better navigate the transition from education to employment (Abad & Torres, 2020), while robust internship or practicum experiences might reduce unemployment caused by lack of work experience (Pentang et al., 2022). Additionally, flexible support mechanisms for graduates facing family or health challenges could facilitate their return to the workforce (Reyes & Roque, 2021).

Furthermore, collaboration with local education agencies and employers to expand job placement and networking opportunities could help mitigate the impact of limited job openings. Lastly, tracking graduates' reasons for unemployment more closely will inform targeted interventions, helping the BEED program to continuously improve its responsiveness to graduates' needs and labor market realities (Gonzalez & Hernandez, 2023).

Table 14 presents the distribution of respondents based on the line of business of the companies where they are currently employed.

Table 14. Distribution of Respondents in terms of Line of Business of Company presently employed

Line of Business of Company presently employed	Frequency	Percentage
Education	41	49
Public Administration	10	12
Private Households	1	2
Agriculture, Fishing, Hunting...	1	2
Health & Social Issues	1	2
Manufacturing	1	2
Construction	2	4
Wholesale & Retail, repair of...	7	8
Hotel & Restaurant	2	4
Finance	3	4
Others/unemployed	14	11
TOTAL	80	100%

The data shows that 41 respondents are employed within the education sector, representing 49% of the total, which is consistent with the expected career path of Bachelor of Elementary Education (BEED) graduates. This strong concentration indicates that the program effectively prepares graduates for teaching and other educational roles. Meanwhile, 39 respondents, or 49%, are employed across a variety of other sectors. Public administration accounts for 10 graduates (12%), wholesale and retail trade employs seven graduates (8%), finance employs three graduates (4%), construction employs two graduates (4%), hotel and restaurant industry employ two graduates (4%), and manufacturing, agriculture/fishing, health and social issues, and private households each employ one graduate (2%). This wide distribution illustrates the versatility and adaptability of BEED graduates, who apply skills such as communication, leadership, and critical thinking in diverse fields beyond traditional education.

Additionally, 14 respondents (11%) fall under the category of "Others/Unemployed," suggesting the presence of graduates either pursuing further studies, exploring alternative career opportunities, or facing employment challenges. This group warrants further investigation to better understand their circumstances and how the program can better support them. These findings highlight the importance of broadening the BEED curriculum to incorporate skills that enhance graduates' employability across various industries, not just education. Strengthening career guidance and job placement services can further prepare graduates for a wider range of careers, enhancing their career flexibility and long-term employment prospects. As Nilsson et al. (2019) emphasize, equipping graduates with transferable skills is crucial in today's dynamic job market, enabling them to navigate multiple career pathways successfully.

Table 15 presents the distribution of respondents in terms of their place of work, highlighting the various locations where BEED graduates are currently employed. This information provides insight into the geographical distribution of employment and can help identify trends or challenges related to work.

Table 15. Distribution of respondents in terms of Place of Work

Place of Work	Frequency	Percentage
Local	79	99
Abroad	1	1
TOTAL	80	100%

The data indicate that 99% of BEED graduates are employed locally, underscoring the contribution to community development and alignment with local workforce needs. This high local retention reflects graduates' commitment to serving their communities, likely influenced by cultural ties, job stability, and a sense of purpose in supporting local education. According to Gonzales and Reyes (2021), this trend underscores the importance of fostering local connections and providing opportunities that resonate with graduates' values. Only 1 or 1% graduate is employed abroad, suggesting limited international mobility due to personal preferences or external qualification requirements.

These findings imply that the BEED program plays a vital role in sustaining the local education sector and should continue to strengthen community-based training and support systems. Enhancing partnerships with local schools and government agencies can improve employment outcomes and ensure graduates remain engaged in meaningful educational work. Additionally, exploring ways to prepare graduates for potential overseas opportunities can broaden their career options without compromising local commitments.

Table 16 presents the demographic profile of the respondents in terms of reasons for staying on their first job.

Table 16. Distribution of Reasons for Staying on their First Job

Reasons for staying on their first job	Frequency	Percentage
Salaries & Benefits	37	42
Career Challenge	12	14
Related to special skills	3	5
Related to course or program	7	9
Proximity to residence	5	7
Peer influence	6	8
Family influence	8	10
Other reasons	3	5
TOTAL	80	100%

The data shows that 37 respondents (42%) cite salaries or benefits as the primary reason for staying in their first job, underscoring the critical role of competitive compensation in retaining BEED graduates. Career challenges (12 respondents, 14%) also serve as a significant motivator, indicating that opportunities for professional growth or meaningful work contribute to retention. Family influence (8 respondents, 10%), relevance to their course or program (7 respondents, 9%), peer influence (6 respondents, 8%), and proximity to residence (5 respondents, 7%) further highlight the importance of personal or social factors in job stability. Only three respondents (5%) mentioned reasons related to special skills, suggesting graduates tend to rely more on general qualifications rather than specialized expertise in their roles.

These findings imply that to enhance the retention of BEED graduates, policies and programs should focus on improving salaries or benefits, creating career advancement pathways, and fostering supportive workplace environments that value family or community ties. Additionally, aligning job roles with graduates' educational backgrounds can further improve job satisfaction. This aligns with Shibiti (2021), who emphasized that fair compensation, career growth opportunities, work-life balance, and positive workplace relationships are key determinants of employee retention. Supporting this, Shahzad et al. (2024) found that strategic human resource practices—especially those related to compensation and development—significantly influence talent retention in the education sector. Their study highlighted how job satisfaction and engagement mediate this relationship, pointing to the importance of aligning institutional policies with employee needs. Similarly, Alajlani (2022) emphasized that in private educational institutions, employee retention is driven by HR practices such as training, development, and fair compensation. These findings suggest that educational institutions and policymakers must adopt a holistic approach to improving the working conditions and career prospects of BEED graduates to ensure long-term retention.

Table 17 presents the distribution of respondents in terms of reasons for changing job.

Table 17. Distribution of respondents in terms of Employment and Reasons for Changing Job

Reasons for Changing Job	Frequency	Percentage
Salaries & Benefits	31	44
Career challenge	7	14
Related to special skills	5	10
Proximity to residence	2	4
Other reasons	14	28
TOTAL	80	100%

The data reveals that the primary reason BEED graduates change jobs is due to salaries or benefits, cited by 31 respondents (44%), underscoring the essential role of competitive compensation in job retention and satisfaction. Career challenges (7 respondents, 14%) and opportunities to develop special skills (5 respondents, 10%) are also notable factors, highlighting graduates' desire for professional growth and skill enhancement. Proximity to residence (2 respondents, 4%) appears to be the least influential factor, suggesting that financial and career advancement considerations outweigh geographic convenience. Interestingly, a substantial portion of respondents (14 graduates, 28%) reported "other reasons" for changing jobs, indicating the presence of additional factors not captured by the main categories. Aquino et al. (2021) suggest that this finding calls for further qualitative research to explore these reasons in depth. These findings imply that institutions and policymakers should prioritize offering competitive salaries and benefits, enhance professional development programs, and equip graduates with market-relevant skills to improve job satisfaction and reduce turnover. Addressing these areas can lead to better workforce stability and career fulfilment among graduates.

Table 18 shows the distribution of respondents in terms of duration of stay on their first job.

The data reveals varied durations of stay among BEED graduates in their first jobs. The largest group, 18 respondents (28%), remained in their first job for 7 to 11 months, indicating a trend of relatively short tenure possibly due to job exploration or dissatisfaction. Additionally, 12 graduates (19%) stayed less than a month, suggesting occurrences of job mismatch or the immediate pursuit of better opportunities. Meanwhile, other durations show a broad range of experiences, with eight respondents (12%) staying 1 to 6 months, six respondents (9%) staying 1 to less than 2 years, 11 respondents (17%) staying 2 to less than 3 years, and another six respondents (9%) staying 3 to less than 4 years.

Table 18. Distribution of respondents in Terms of the Duration of Stay on their First Job

Duration of stay in their first job	Frequency	Percentage
Less than a month	12	19
1 to 6 months	8	12
7 to 11 months	18	28
1 year to less than 2 years	6	9
2 years to less than 3 years	11	17
3 years to less than 4 years	6	9
Others	4	6
TOTAL	80	100%

The 4 respondents (6%) classified under "Others" may represent unique or varied circumstances affecting their job tenure.

According to Gonzales and Reyes (2021), this mixed pattern underscores the complexity of early career decisions among new graduates. It highlights the importance of further research to uncover specific factors influencing job duration, such as job satisfaction, career development opportunities, workplace environment, or external pressures like further studies or family responsibilities. These insights suggest that BEED programs and related support services should focus on improving job matching, career counselling, and retention strategies to promote longer and more stable employment periods for graduates within the teaching profession.

Table 19 shows the distribution of respondents in terms of Employments relevance of the curriculum on their first job.

Table 19. Distribution of respondents in terms of their Relevance of the Curriculum on their First Job

Employment relevance of the Curriculum on their first Job	Frequency	Percentage
Yes	42	53
No	38	47
TOTAL	80	100%

A slight majority of BEED graduates, 42 respondents (53%), found their college curriculum relevant to their first job, indicating that the program generally equips graduates for entry-level teaching positions. However, a substantial portion, 38 respondents (47%), perceived the curriculum as not fully relevant, highlighting gaps between academic preparation and practical job requirements. This discrepancy suggests the need for curriculum enhancements, including increased hands-on experience, integration of up-to-date educational technologies, and better preparation for classroom management and addressing diverse learner needs. Further analysis is essential to pinpoint specific areas where the curriculum falls short and to guide program refinement. These efforts will help ensure that graduates are better prepared and more confident in their initial teaching roles, ultimately improving job readiness and professional success.

Table 20 shows the distribution of respondents in terms of Employments Relevance of the Curriculum in their Next Job.

Table 20. Distribution of respondents in terms of the Relevance of the Curriculum on their Next Job

Employment relevance of the Curriculum on their next Job	Frequency	Percentage
Yes	61	76
No	19	24
TOTAL	80	100%

A significant majority of BEED graduates, 61 respondents (76%), perceive their college curriculum as relevant to their next or subsequent jobs, demonstrating the program's strong foundational preparation for evolving career opportunities. However, 19 respondents (24%) consider the curriculum irrelevant, which may reflect gaps in addressing advanced skills or career shifts beyond initial teaching roles.

This discrepancy underscores the need to examine specific curriculum areas that may require enhancement, such as educational technology, leadership development, and adaptability skills. Furthermore, understanding graduates' career trajectories and transitions can guide curriculum updates to better prepare students for diverse educational roles and the dynamic demands of the job market.

2: Which of the following competencies the BEED graduate most learned in college?

Table 21 presents the competencies acquired by BEED graduates during their college education. It highlights five key skill areas and ranks them based on how frequently they were identified by respondents.

Table 21. Competencies Learned in College

Competencies learned in College	Frequency	Percentage
Communication skills	41	43
Critical thinking skills	15	17
Human relation skills	10	11
Problem-solving skills	8	9
Entrepreneurial skills	6	7
TOTAL	80	100%

The data reveals that BEED graduates highly value communication skills, with 41 respondents identifying it as essential, representing 43% of the total. Critical thinking skills follow, identified by 15 respondents or 17%. Human relation skills were noted by 10 respondents, accounting for 11%, emphasizing their importance in fostering positive classroom environments. Problem-solving skills, mentioned by eight respondents, or 9%, are important for adaptability and managing challenges in teaching. Entrepreneurial skills, although considered less relevant by six respondents or 7%, could provide valuable competencies for graduates adapting to evolving educational roles.

These findings suggest that BEED programs should continue to emphasize the development of communication, critical thinking, and interpersonal skills while exploring opportunities to integrate entrepreneurial skills to better equip graduates for the future demands of the education sector. Effective communication is fundamental in teaching, as it enhances classroom interaction and student engagement (Khan, 2016). Critical thinking is essential for teachers to adapt to diverse classroom situations and foster student teaching (Kokkotas et al., 2023). Problem-solving skills enable teachers to address classroom challenges effectively, and incorporating problem-based learning can enhance these skills among pre-service teachers (Köksal et al., 2008).

Integrating entrepreneurial skills into teacher education can prepare graduates for innovative educational roles and adaptability in various teaching contexts.

At PECIT, various internal programs and institutional practices support the development of these core competencies. For instance, literary and arts competitions held during the annual Foundation Day celebrations provide students with platforms to practice public speaking, creative expression, and collaboration—directly enhancing their communication and human relation skills. Additionally, class-based performance tasks are integrated across the curriculum, encouraging students to engage in reflective thinking, solve real-life problems, and collaborate in group outputs, which strengthen their critical thinking and problem-solving abilities.

Moreover, PECIT actively encourages its students to participate in interschool competitions, where they gain exposure to broader academic challenges and opportunities to benchmark their skills against peers from other institutions. These activities not only build confidence but also cultivate adaptability, leadership, and a sense of professionalism. Such inside practices affirm the institution's commitment to holistic student development, ensuring that BEED graduates are not only academically prepared but also equipped with the soft and transferable skills vital for success in the teaching profession and beyond.

3: Based on the findings, what plan of action can be proposed to enhance the employability of the BEED graduates?

Table 22 outlines strategic initiatives designed to address critical gap between the current BEED curriculum and industry needs. By focusing on professional development for faculty and graduates to stay abreast of current trends and pedagogical advancements, we aim to achieve employability and licensure success through clear, actionable steps and measurable objectives. This plan is a roadmap to elevate the BEED program by aligning its curriculum with current industry demands, enhancing licensure exam preparation, and bolstering career support and ensures a focused, efficient approach to achieving sustainable results.

The Action Plan is directly based on the study's findings, which revealed that while BEED graduates value communication and critical thinking, there are challenges in LET passing rates, initial curriculum relevance, and workforce transition. To address these, the plan includes curriculum enhancement focused on core skills, an enhanced LET review program, expanded career services and school partnerships for better job placement, professional development opportunities, and ongoing tracer studies for continuous improvement. Recognizing the predominantly female graduate population, the plan implicitly aims to support equitable career progression, aligning with broader trends in teacher education highlighted by CHED (2020) and UNESCO (2021) regarding the importance of foundational skills for navigating diverse educational settings.

Proposed Action Plan

Rationale

The evolving demands of education and the workforce highlight a critical gap between the current BEED curriculum and industry needs. This action plan seeks to address this gap by modernizing the curriculum, enhancing career services, improving LET preparation, and fostering stronger industry linkages. These interventions will ensure that BEED graduates are equipped with the necessary skills and competencies to thrive in both the educational sector and the workforce.

The action plan also focuses on professional development for faculty and graduates to stay abreast of current trends and pedagogical advancements. By strengthening the curriculum, providing targeted support for licensure exams, and building industry partnerships, the BEED program will enhance graduate employability and licensure success, ensuring a smooth transition from academia to the professional world.

Objectives

This action plan seeks to elevate the BEED program by aligning its curriculum with current industry demands, enhancing licensure exam preparation, and bolstering career support to ensure graduates are fully equipped for success in the workforce. Upon completion of its implementation, the following outcomes are expected to:

- 1) **enhance the overall quality of the BEED program** by aligning its curriculum with current industry standards and emerging educational trends, ensuring that graduates are equipped with relevant skills for the workforce.
- 2) **improve the success rate of BEED graduates** by providing comprehensive support in licensure exam preparation, career development, and job placement, fostering better outcomes for students transitioning into the professional world.
- 3) **strengthen partnerships with key stakeholders**, including industry leaders, educational institutions, and alumni, in order to create a more integrated and effective support system for BEED graduates' career success and continuous professional growth.

Proposed Action Plan

Program/Activities	Strategic Rationale	Objective	Key Stakeholders & Resources	Timeline	Proposed Budget	Potential Funding Sources	Expected Outcomes
1) Curriculum Enhancement & Alignment with Industry Needs	Findings indicate that while many graduates find their education relevant, a notable portion does not, suggesting areas for curriculum improvement. Additionally, entrepreneurial skills are perceived as the least useful, signalling a need to refine their integration.	To revise and realign the BEED curriculum with evolving industry and educational demands, ensuring enhanced competency in communication, critical thinking, and interpersonal skills.	Academic Faculty, Alumni Representatives, Industry Partners (DepEd, Private Schools), CHED Curriculum Specialists	June 1 – 30, 2025	₱100,000 (Curriculum review workshops, consultancy fees, content updates)	Institutional Funding, Alumni Contributions	A comprehensive, industry-aligned BEED curriculum that incorporates key stakeholder feedback, ensuring graduates meet professional demands.
2) Enhanced LET Review and Support Program	The passing rate highlights the need for stronger support systems to enhance licensure examination success. Many graduates fail the LET, demonstrating a gap in exam preparedness.	To improve LET passing rates through structured review sessions, expert mentorship, and targeted practice resources.	Academic Faculty, LET Review Specialists, Alumni Mentors, Current BEED Students	June to December 2025 (Review sessions every Saturday and Sunday)	₱50,000 (Review materials, mock exams, honorarium for review specialists)	Institutional Budget, Student Contributions (minimal), Grants	Higher LET pass rates, leading to more BEED graduates obtaining licensure and securing teaching positions.
3) Expanded Career Services and Job Placement Assistance	Employment trends show that while most graduates find jobs, challenges in workforce transition remain, especially in securing permanent positions. Job changes are often driven by financial incentives and career challenges.	To strengthen career services by offering resume-building workshops, job search guidance, and networking opportunities, facilitating smoother employment transitions.	Career Services Office Staff, Alumni Network, Local School Representatives, HR Professionals, Employers	February to March 2026	₱75,000 (Workshop materials, networking event costs, development of an online job portal)	Institutional Budget, Partnerships with Local Businesses, External Sponsorships	Increased job placements, improved job security, and better workforce integration for BEED graduates.
4) Professional Development Workshops and Training	Findings indicate a strong commitment to lifelong learning, with most	To provide professional development opportunities focused on	Faculty, Renowned Guest Speakers (Subject Matter Experts),	May 2025 – February 2026	₱120,000 (Honoraria for experts, workshop facilitation,	Institutional Budget, Educational Grants, Sponsorship	Strengthened teaching skills, career progression, and enhanced

		graduates pursuing further professional development. However, some do not, warranting further encouragement.	communication, critical thinking, and interpersonal skills, which graduates consider the most valuable competencies in their careers.	Professional Development Trainers		venue rental)	from Educational Foundations	professional capabilities for BEED graduates.
5)	Alumni Enhancement & Mentorship Program	The study highlights that networking and career guidance are essential for job retention and career success. Strengthening alumni connections can provide graduates with sustained professional support.	To create a structured mentorship program, refresh the alumni database, and facilitate knowledge-sharing between experienced educators and new graduates.	Alumni Association, Career Services Office, Faculty Members, Current Students	June to December 2025 (Special coaching and mentoring sessions for three months)	₱25,000 (Program coordination, mentorship training materials)	Alumni Donations, Institutional Support	A strong alumni network offering mentorship and career guidance for BEED students and graduates.
6)	Provision of Technology based Alumni Registry	Establishing a centralized, accessible, and updated alumni database to improve institutional tracking, engagement, and support for continuous improvement and accreditation needs.	To create a digital alumni registry system that stores graduate data, tracks employability, and strengthens alumni engagement.	Alumni Association	Q3 – Planning & design	PHP 50,000 – PHP 100,000 (depending on platform complexity)	School operational funds	Operational alumni tracking system
7)	Addressing Sex Disparities in Elementary Education	The study confirms that the majority of respondents are female, highlighting the need to encourage male participation in elementary education.	To promote sex diversity in teaching through scholarships, awareness campaigns, and mentorship programs for male BEED students.	Faculty, Sex Equality Advocates, Alumni Mentors, Scholarship Providers	July 2025 – January 2026	₱30,000 (Campaign materials, scholarship support, mentorship activities)	Institutional Budget, Sex Equality Grants, Private Donors	Increased male representation in elementary education, contributing to a more diverse and balanced teaching workforce.
8)	Industry Partnerships and School Linkages	Employment data shows that career paths vary widely, with some graduates	To build collaborations with schools and industry stakeholders to	Faculty, Career Services Office, School Administrators (DepEd, Private	January 2025 to December 2025 (Year-	₱10,000 (Partnership meetings, travel expenses,	Institutional Budget, Strategic Partnerships	Increased internship placements and job opportunities,

	struggling to find relevant job opportunities. Strengthening industry linkages can facilitate better alignment between education and employment.	expand internship and job placement opportunities, ensuring curriculum relevance.	Schools), Industry Leaders	round activity)	agreements)		ensuring graduates transition smoothly into their careers.
9. Tracer Study Follow-Up	Graduation year data reveals that the majority of respondents completed their studies recently, allowing for an Assessment of the program's current effectiveness. Tracer studies provide valuable long-term insights.	To systematically track graduate career progression, measure the impact of the BEED program, and gather data to Inform continuous improvements.	Research Team, Academic Faculty, Data Analysts	June to August 2025 (Annual study for three months)	₱150,000 (Data collection, analysis, report preparation)	Institutional Research Fund, Research Grants	Data-driven improvements in curriculum, policies, and graduate support programs.

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4. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the study, the following conclusions are drawn in alignment with the respondents' demographic profile:

The data suggests that most BEED graduates begin their careers shortly after graduation; however, the short and unstable nature of their early employment reflects transitional difficulties in securing long-term, stable teaching positions. This indicates the need for stronger career guidance and employment support mechanisms during and after graduation. The perceived disconnect between academic training and the demands of the teaching profession suggests that the curriculum requires significant realignment. Furthermore, low LET passing rates reinforce the need for better academic preparation and focused support for licensure success, underscoring the importance of strengthening foundational competencies in teacher education.

Limited exposure to effective and relevant post-college training among graduates implies a gap in professional development. This highlights the importance of offering continuous, targeted training programs that address both academic needs and practical teaching challenges. Despite being employed, many graduates feel uncertain about their long-term career paths due to job insecurity and limited growth opportunities. Thus, concerns

reflect the need for stronger institutional partnerships, enhanced employment pathways, and policies that support professional advancement, fair compensation, and job stability in the education sector.

While graduates clearly value foundational competencies such as communication, critical thinking, and human relations—skills essential for effective teaching and classroom management—there is a growing recognition of the importance of problem-solving and entrepreneurial skills. These emerging competencies are vital as teachers increasingly assume diverse and innovative roles within the education sector. The current BEED program demonstrates strength in developing core skills, yet these findings suggest an opportunity to enrich the curriculum further to address the evolving complexities and responsibilities that educators face today.

In response to these insights, the proposed action plan prioritizes key areas for development, including the enhancement of core competencies that are closely aligned with workplace demands, the strengthening of LET preparation programs to improve licensure success rates, and the cultivation of stronger partnerships with external institutions to facilitate employment and career advancement. Additionally, the plan emphasizes addressing the existing sex imbalance within the teaching profession and ensuring that the curriculum remains dynamic and responsive to the continuously changing educational landscape. Through these comprehensive and targeted interventions, the program aims to produce graduates who are not only competent and confident but also resilient and adaptable to the future challenges of the teaching profession.

Recommendations

Based on the findings and conclusions of this tracer study, the following recommendations are made:

Administration. Use this study to assess the BEED program's effectiveness, focusing on curriculum relevance, skills development, and job market alignment. Strengthening CHED collaboration can help create a unified framework for producing competent graduates. Investment in career services, LET prep, and professional development is also recommended. Moreover, this study lacks a registry of the lists of graduates for the past years, hence, it is also recommended to the administration of the school to create an online registry of the lists of the alumni of graduates of the Teacher's Education program for seamless tracking of the graduates of the school.

Faculty. Use the findings to align teaching methods with industry needs, focusing on areas like pedagogy, tech integration, and classroom management. Curriculum should provide students with practical opportunities to build these essential skills.

Parents. Use the study to guide their children in making informed career choices, support skill development, and encourage participation in internships or volunteer work. They may also advocate for improvements in the BEED program.

Students. Use the findings to set realistic career goals, strengthen key skills (e.g., communication, critical thinking, and tech use), and engage with career services and networking to boost employability.

Future Researchers. This study can serve as a model for further research on teacher education and employability. Future studies may explore graduate outcomes in-depth or assess the impact of specific interventions, especially in the local context.

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