

Exploring the Career Trajectories of Bachelor of Elementary Education Graduates of Guimaras State University: A 2018–2023 Tracer Study

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ABSTRACT This study explored the career trajectories, competencies, and satisfaction levels of Bachelor of Elementary Education (BEED) graduates from Guimaras State University (GSU) between 2018 and 2023. The research aimed to provide valuable insights into the employability of GSU's BEED graduates, the relevance of the curriculum, and the perceived contributions of the program to skill development. Using a descriptive survey design, the study collected data from 160 respondents, focusing on their employment characteristics, satisfaction with university services, and the skills they found most useful in their current roles. The results revealed that a significant majority (70.6%) of the graduates were employed, with the majority working in teaching positions. The study also found high levels of satisfaction with the university's services, facilities, and learning environment. Graduates reported that technical and communication skills were the most relevant to their current employment, with problem-solving, critical thinking, and research skills also being highly valued. However, entrepreneurial and human resource skills were less emphasized, suggesting a need for further curricular development in these areas. The findings have important implications for the university's curriculum design, career services, and support systems, particularly in enhancing licensure exam preparation and providing more opportunities for professional development.

Keywords: effectiveness, employment characteristic, feedback, personal profile, satisfaction level

INTRODUCTION

Tracer studies are essential tools employed by higher education institutions (HEIs) to assess the employability and career trajectories of their graduates. In the context of state universities and colleges (SUCs) in the Philippines, these studies offer vital insights into the effectiveness of academic programs and the preparedness of graduates for the job market.

These studies not only measure employment status but also evaluate the effectiveness of curricula in preparing students for the workforce. For example, the research by Pentang et al. (2022) suggested that tracer studies serve as a basis for curriculum review, allowing educational institutions to adapt and evolve their program offerings based on labor market realities and graduate performance. Similarly, Caingcoy (2020) emphasized the responsibility of HEIs to ensure that their graduates are inherently employable, necessitating constant curriculum evaluation and improvement.

Guimaras State University has demonstrated commendable efforts in conducting tracer studies for various curricular programs, revealing notable findings such as the high employment rate and instructional competence of education graduates. However, a significant concern arises from the absence of a recent, specific tracer study for the Bachelor of Elementary Education (BEED) program offered by the GSU-College of Teacher Education.

This gap impedes the university's understanding of employment characteristics, graduate satisfaction with GSU services, and the perceived contribution of the BEED program to graduates' development. While there have been tracer studies, these have encompassed all programs within the College of Teacher Education.

To address this gap, the researchers conducted a comprehensive study to trace and establish a scientific, documented record of BEED graduates. This information is invaluable for refining the curriculum and programs, particularly in enhancing graduates' employability, promotion opportunities, and their development as outstanding contributors to society.

Statement of the Problem:

This study was conducted to trace the professional situation of the Bachelor in Elementary Education on graduates of the Guimaras State University – College of Teacher Education from 2018 to 2023.

Specifically, this study sought answers to the following questions:

- 1.What is the personal profile of the graduates as to age, sex, civil status, highest educational attainment, eligibility, year of graduation, membership to professional organization, recognition and awards received, and reasons of enrolling at GSU?
- 2.What are the employment characteristics of the graduates of the various curricular programs in terms of employment status and promotion of the GSU- BEED graduates?
- 3.What are the skills and competencies learned in GSU BEED program did you find useful to the current employment?
- 4.What is the extent to which the BEED program contributed to the development of the graduates' skill?
- 5.What is the degree of relevance of training received in the BEED program to tasks performed in the current employment?

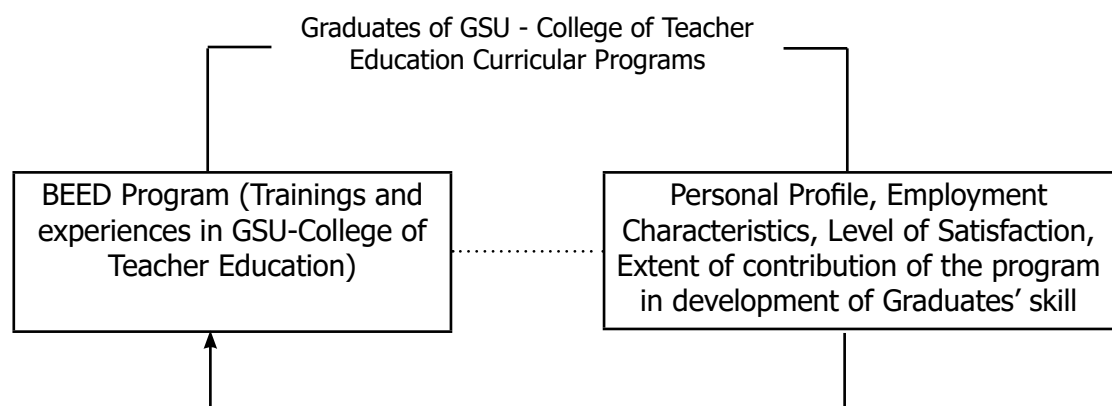


Figure 1: Conceptual Framework of the Study

METHODOLOGY

Research Design

This study utilized a descriptive survey research design to comprehensively examine the personal profiles and employment characteristics of graduates from GSU's College of Teacher Education, with a particular emphasis on Bachelor of Elementary Education (BEED) graduates. Additionally, the research delved into an evaluation of BEED graduates' satisfaction with the university's services, the learning environment, and the available facilities. Furthermore, the study sought to gauge the level of contribution made by the BEED curricular program to the overall development of its graduates. An integral aspect of this investigation involved assessing the effectiveness, relevance, and adequacy of the BEED program by measuring the extent to which graduates had successfully achieved the goals and outcomes specific to their program.

Respondents of the Study

Table 1 presents the distribution of Bachelor of Elementary Education (BEED) graduates from various years, along with pertinent details on the number of graduates, the percentage of those reached, and the subsequent response rates. The data is instrumental in understanding the level of engagement and feedback received from the graduates, providing a comprehensive overview of the study's scope and reach.

In 2018, a total of 57 BEED graduates were documented, with 52 individuals successfully reached, and 43 graduates responded to the survey, yielding a response rate of 82.7%. Similarly, in 2019, 46 graduates were identified, 41 were reached, and 35 responded, resulting in an 85.4% response rate. In 2020, the number of graduates decreased to 19, with 16 reached and 12 responding, yielding a response rate of 75%. Moving to 2022, 40 graduates were identified, 37 were reached, and 31 responded, reflecting an 83.8% response rate. In 2023, the number of graduates was recorded at 52, with 44 reached and 39 responding, resulting in an 88.6% response rate.

The overall total for the BEED graduates across these years stands at 214, with 190 graduates successfully reached, and 160 graduates responded, indicating an 84.2% response rate. The consistency in the response rates across different graduating years contributes to the reliability of the study's findings, allowing for meaningful insights into the perceptions and experiences of BEED graduates from GSU – College of Teacher Education. This comprehensive analysis ensures that the study's outcomes are reflective of a diverse and representative sample of BEED graduates, enhancing the validity of the research findings.

Table 1. Distribution of the BEED Graduates.

Year of Graduation	Total	Graduates	Graduates Who	Response
	Graduates	Reached	Responded	Percentage
2018	57	52	43	82.7
2019	46	41	35	85.4
2020	19	16	12	0.75
2022	40	37	31	83.8
2023	52	44	39	88.6
TOTAL	214	190	160	84.2

Data Gathering Instrument

The researchers employed a customized graduate survey instrument tailored to align seamlessly with the study's objectives. Drawing inspiration from established tools such as the CHED Standardized Graduate Tracer Study Descriptive Questionnaire, the PNU Graduates Tracer Study Instrument (Gines, 2014), and the Tracer Study of the Graduates of Guimaras State University - Graduate School from 2017–2022 (Magbanua et al., 2022), the questionnaire comprised two distinct parts, each designed with specific purposes. Part 1 was dedicated to collecting essential Biological Data, encompassing personal profile details, employment characteristics, and professional wachievements of the Bachelor of Elementary Education (BEED) graduates. Meanwhile, Part 2 focused on a Retrospective Evaluation of the Program, aiming to assess the graduates' satisfaction with university services, the learning environment, and available facilities. It also sought to gauge the extent to which the BEED program contributed to the development of their skills.

To initiate the research process, the researchers first established acomprehensive directory of graduates slated for inclusion in the study. This undertaking required considerable time and effort to track down and establish contact with the intended participants. Once located, the graduates were instructed to complete a web-based questionnaire. For respondents in the Province of Guimaras encountering difficulties with the digital format, printed questionnaires were offered as an alternative. The completed printed questionnaires were subsequently collected, and the responses were meticulously encoded into a digital spreadsheet. This systematic approach effectively consolidated data obtained from both web-based and printed questionnaires.

The methodical nature of this data collection approach underscores the researchers' commitment to obtaining a comprehensive and diverse set of responses from BEED graduates. By providing flexibility through both digital and printed questionnaire options and ensuring efficient data management, the researchers aimed to minimize potential participation barriers. This, in turn, enhanced the accuracy and reliability of the findings in this study, emphasizing a dedication to methodological rigor and a holistic understanding of the experiences of BEED graduates.

Data Analysis Procedure

The data analysis in this study adheres to a well-defined framework designed to interpret results, utilizing a set of structured scales ranging from 1.00 to 5.00. These scales provide a systematic method for evaluating graduates' responses concerning their educational experiences and perceptions of the university's services and programs, offering a clear understanding of their satisfaction, adequacy, and relevance.

Within the study's "Retrospective Evaluation of the Program," the emphasis is on assessing graduates' satisfaction with university services, the learning environment, and available facilities. This aspect seeks to measure the effectiveness of the educational experience and its alignment with the needs and expectations of BEED graduates. The interpretation scales for satisfaction, adequacy, and relevance serve as a quantitative framework, enabling the assessment of graduates' contentment, the sufficiency of services, and the relevance of the BEED program to their skill development.

The incorporation of frequency counts, percentages, means, and ranking in the data analysis ensures a comprehensive and statistically sound examination of graduates' responses. These analytical methods provide valuable insights into collective perceptions, aiding in the identification of patterns, trends, and areas for improvement.

The interpretation of means using the defined scales guarantees that the findings are not only data-driven but also user-friendly and actionable. Aligning the means with the satisfaction, adequacy, and relevance scales allows the study to precisely categorize and communicate the extent to which graduates are satisfied with university services and how well they perceive these services and programs to meet their needs. This systematic approach to data analysis enhances the validity and reliability of the study's findings, providing valuable insights for the university and its stakeholders to make informed decisions and improvements based on graduates' feedback.

Scale	Satisfaction	Adequacy	Relevance
1.00 – 1.50	Very Low Satisfaction	Not Adequate	Not Relevant
1.51 – 2.50	Low Satisfaction	Somewhat Adequate	Somewhat Relevant
2.51 – 3.50	Moderate Satisfaction	Adequate	Relevant
3.51 – 4.50	High Satisfaction	Very Adequate	Very Relevant
4.51 – 5.00	Very High Satisfaction	Extremely Adequate	Extremely Relevant

RESULTS AND DISCUSSION

Personal Profile of the Respondents

Table 2 presents a comprehensive breakdown of the personal profiles of the respondents, offering valuable insights into the characteristics of the Bachelor of Elementary Education (BEED) graduates who participated in the study. The total sample consists of 160 respondents, providing a robust dataset for analysis.

In terms of age distribution, the majority of respondents (73.1%) are between 21 and 30 years old, highlighting a youthful cohort. A smaller segment (19.4%) falls within the 31 to 40-year age range, while those aged 41 to 50 years account for 7.6%. This age variation enriches the study by incorporating perspectives from different generational groups, ensuring a broader understanding of the graduates' experiences and perceptions. Regarding gender, a substantial majority of respondents are female, comprising 91.2% of the sample, with male respondents representing 8.8%. This gender distribution reflects the general trend within BEED programs, where females typically outnumber males, providing a gendered lens through which to analyze the experiences and career trajectories of BEED graduates.

The civil status of the respondents reveals that 66.2% are single, while 33.8% are married. This demographic information provides context for understanding the social and familial influences that may shape the respondents' professional lives and career aspirations, offering insights into potential differences in professional priorities and life stage.

As for educational attainment, the overwhelming majority of respondents (86.9%) hold a Bachelor's degree, while 13.1% have pursued and completed a Master's degree. This indicates a highly educated sample, with the Bachelor's degree being the predominant level of qualification among the respondents, while a notable subset has advanced their studies, potentially positioning them for higher-level professional opportunities.

The year of graduation breakdown illustrates a spread of graduates across several years, with the largest proportion (26.9%) having graduated in 2018, followed by 2023 (22.1%), 2019 (19.4%), and 2022 (21.9%). A smaller portion (7.5%) graduated in 2020. This distribution allows for an examination of the experiences of BEED graduates across various post-graduation periods, offering insights into the impact of recent educational and professional developments on their career paths.

The data on eligibility reveals that 48.1% of respondents possess teaching eligibility, which represents a significant proportion of the sample. This qualification is indicative of the respondents' readiness to enter the professional teaching workforce, offering an additional dimension to the analysis of their career readiness and aspirations.

Regarding professional involvement, 39.4% of the respondents are members of professional organizations, reflecting active engagement within the educational community. This membership indicates a commitment to professional development and networking, factors that may contribute to career advancement and continued learning. Furthermore, 36.3% of respondents have received awards and recognitions, underscoring

the accomplishments and achievements within this cohort, which may be indicative of their academic excellence or professional contributions.

Demographic information plays a critical role in analyzing factors influencing career paths, professional development, and perceptions of Bachelor of Elementary Education (BEED) graduates. Understanding the socio-demographic profiles of these graduates is foundational in tailoring educational programs and support systems to enhance their professional trajectories. Arteaga-Cedeño et al (2022) underscored the importance of considering teachers' socio-demographic backgrounds in professional development plans, suggesting that tailored training resources can significantly enhance educational outcomes and career satisfaction. This aligns with findings from Saquin (2023), which outlines the correlation between socio-demographic factors and perceived relevance of education to professional lives among graduates.

Category	f	%
Entire Group	160	100.0
Age		
21 – 30 years old	117	73.1
31 – 40 years old	31	19.4
41 – 50 years old	12	7.6
Sex		
Male	14	8.8
Female	146	91.2
Civil Status		
Single	106	66.2
Married	54	33.8
Educational Attainment		
Bachelor's Degree	139	86.9
Master's Degree	21	13.1
Year Graduated		
2018	43	26.9
2019	35	21.9
2020	12	7.5
2022	31	19.4
2023	39	22.1
With Eligibility	77	48.1
Membership in Professional Organizations	63	39.4
Awards and Recognitions	58	36.3

Reasons of Enrolling at Guimaras State University College of Teacher Education

Table 3 presents the reasons cited by respondents for enrolling at Guimaras State University, with the data reflecting a variety of factors influencing their decision to pursue higher education at this institution. The most commonly cited reason is affordable tuition fees, with all 160 respondents (100%) identifying this as a significant factor in their enrollment decision. This underscores the importance of cost as a decisive element for prospective students when choosing an academic institution, especially in contexts where affordability may be a crucial consideration for students from diverse socio-economic backgrounds.

In terms of career-related motivations, a substantial proportion of respondents reported enrolling due to the prospect for career advancement or promotion (88.1%) and professional development (90.1%). These factors highlight the respondents' recognition of the value of further education in enhancing their career trajectories and developing their professional competencies. This aligns with broader trends in higher education, where individuals seek to acquire qualifications that can lead to better job opportunities, higher positions, and increased earning potential. The emphasis on professional development and career advancement suggests that the respondents view their academic journey as a means to improve their professional standing and skillset.

Additionally, strong passion for immediate employment was also cited by 86.3% of respondents as a motivating factor, indicating a desire for a direct link between their academic pursuits and employment opportunities. This implies that many respondents may be seeking to fast-track their entry into the workforce, possibly due to the competitive nature of the job market.

Peer influence, reported by 82.5% of respondents, further suggests that social factors, such as recommendations from friends, family, or colleagues, play a role in shaping educational decisions. The importance of peer influence in enrollment decisions reflects the interconnectedness of personal and social networks, where individuals may be swayed by the experiences or choices of those within their immediate circle.

The findings in Table 3 suggest that the decision to enroll at Guimaras State University is driven by a combination of pragmatic factors—such as affordability and career advancement—and personal motivations, including professional development and social influences. These insights have important implications for the university's marketing strategies, curriculum offerings, and overall appeal to prospective students. The university may consider emphasizing its career-oriented programs and cost-effective tuition in outreach efforts to attract students who prioritize these aspects when selecting an institution.

According to Choudaha (2020), institutions need to demonstrate that their offerings provide quality education at reasonable costs, which is increasingly recognized as critical to attracting students from diverse backgrounds. The pressure to offer competitive pricing against the backdrop of rising tuition fees necessitates that universities promote their affordable tuition structures effectively, as many students are concerned about financial return on investment.

Table 3. Reasons of enrollment of the respondents.

Reasons	F (n=160)	%
Prospect for Career Advancement/Promotion	141	88.1
Professional Development	145	90.1
Strong Passion for Immediate Employment	138	86.3
Peer Influence	132	82.5
Affordable Tuition Fee	160	100

Employment Characteristics of the Graduates

The table 4 provides the employment characteristics of the respondents, with a total of 160 GSU BEED graduates surveyed. Of these, 113 respondents (70.6%) are currently employed. Among the employed, 67 (59.3%) are in teaching positions, while 46 (40.7%) hold non-teaching roles. In terms of employment status after graduation, 98 graduates (56.8%) secured employment, while 47 (29.4%) are currently reviewing for the Licensure Examination for Teachers (LET).

This data reflects that a significant majority of the respondents are employed, with a larger portion of them finding work in the teaching sector, aligning with the expected career path for BEED graduates. However, a notable number also work in non-teaching fields, highlighting the versatility of the degree. The fact that 29.4% are still preparing for the LET suggests a delay in licensure attainment, which may imply a need for more support or resources for those pursuing certification.

These findings have important implications for academic programs, suggesting that while BEED graduates are largely employed in their field, there may be gaps in licensure preparation or timing. Institutions might consider enhancing preparation programs for the LET to further streamline the transition from graduation to full licensure. Additionally, the presence of non-teaching roles underlines the importance of providing skills that are transferable to various career options beyond traditional teaching.

As supported by the works of Caingcoy (2020) and Apostol & Susada (2022), this trend resonates with findings from multiple tracer studies that reveal that a significant percentage of BEEd graduates find employment predominantly in the public education sector. For instance, research indicates that over 60% of BEEd graduates are employed in public schools, with a smaller fraction engaging in private institutions.

Table 4. Employment Characteristics of the Respondents.

Employment Characteristics	f (n= 160)	%
Employed	113	70.6
Teaching	67	59.3
Non-Teaching	46	40.7
Employment after Graduating	98	56.8
Currently Reviewing for LET	47	29.4

Competencies Learned at GSU that are Relevant to Current Job

The table 5 outlines the competencies learned by BEED graduates from GSU College of Teacher Education that are relevant to their current jobs. The data shows that all respondents (100%) reported acquiring technical skills and communication skills, indicating these competencies as essential and universally applicable to their roles. Other important skills include problem-solving skills (91.2%), critical thinking skills (88.8%), and research skills (90.6%), with the majority of graduates recognizing their relevance to their current employment. Leadership skills were reported by 86.3%, while information technology skills were mentioned by 80.6%. Human resource skills were relevant to 71.2% of the graduates, and entrepreneurial skills were noted by 61.3% of the respondents.

This data suggests that the College of Teacher Education has effectively equipped its graduates with a comprehensive set of competencies. The near-universal acquisition of technical and communication skills underscores their fundamental role in the graduates' ability to perform their jobs. Additionally, high percentages for problem-solving, critical thinking, and research skills further indicate that these graduates are well-prepared for the challenges they face in the workforce. The relatively lower percentages for entrepreneurial and human resource skills could point to areas for further development, especially in encouraging graduates to explore diverse career paths or to become more adaptable in non-teaching roles.

The implications of this data highlight the need for continued emphasis on strengthening communication, technical, and critical thinking skills, as they are directly relevant to the workforce demands. There may also be a need to integrate more opportunities for developing entrepreneurial and human resource skills, as these competencies could broaden the career prospects for future graduates. These findings suggest that the College's curriculum is generally aligned with the needs of the labor market, but some areas may need further attention to ensure that graduates are equipped for a variety of professional opportunities.

As reported from the works of Cornillez et al. (2021) and Apostol & Susada, (2022), that one of the key competencies developed during the BEEd program is strong communication skills. Studies indicate that graduates place a high value on their communication abilities, which they recognize as critical to their effectiveness in the workplace. Effective communication is instrumental not only in lesson delivery but also in establishing strong relationships with students, parents, and colleagues. Graduates have reported that their training in this area significantly contributed to their success in securing jobs and excelling in their roles as educators.

As they added, BEEd students develop important interpersonal and human relations competencies. The ability to engage with diverse groups, understand students' needs, and foster a collaborative learning environment is fundamental in educational settings. Research shows that graduates believe their training in interpersonal relations is among the most useful skills they bring to their teaching roles. This social competence aids in building rapport with students and managing classroom dynamics effectively.

Table 5. Competencies relevant to Current Job.

Reasons	f	%
1. Technical Skills	160	100
2. Communication Skills	160	100
3. Leadership Skills	138	86.3
4. Problem Solving Skills	146	91.2
5. Critical Thinking Skills	142	88.8
6. Information Technology Skills	129	80.6
7. Research Skills	145	90.6
8. Human Resource Skills	114	71.2
9. Entrepreneurial Skills	98	61.3

Extent to which the BEED program at Guimaras State University has contributed to the development of graduates' skills.

The table 6 presents the extent of contribution to the development of various skills for BEED graduates, with the scores based on a 5-point scale. The mean scores for technical skills (4.22), communication skills (4.22), critical thinking skills (4.13), leadership skills (4.08), and problem-solving skills (4.08) all fall within the "Very Adequate" range, with standard deviations indicating low variability in responses. Human resource skills (3.84) and information technology skills (3.84) also fall under the "Very Adequate" category but with slightly higher variability, while research skills scored 3.94, also within the "Very Adequate" range. Entrepreneurial skills received the lowest mean score of 3.32, categorized as "Somewhat Adequate," with a higher standard deviation of 0.87, suggesting a wider variation in respondents' perceptions of the development of this skill.

The data reflects that the BEED graduates perceive a very high level of contribution from their program in developing key skills such as technical and communication skills, which are vital for their current roles. Critical thinking, leadership, and problem-solving skills also received strong ratings, indicating that these competencies are well nurtured within the program. However, entrepreneurial skills were rated less positively, suggesting that this area may not be emphasized as much as others in the curriculum, or that students feel less prepared to apply these skills in their professional lives.

The implications of these results point to a well-rounded education in the core competencies necessary for teaching and related fields. However, the lower rating for entrepreneurial skills suggests that there may be an opportunity to incorporate more training in this area, especially given the importance of adaptability and self-sufficiency in today's job market. Enhancing entrepreneurial education could better prepare graduates

for non-traditional career paths and foster innovation, which could be valuable both in teaching and in broader professional roles.

The curriculum of the BEEd program is designed to impart essential pedagogical skills, which are pivotal for effective teaching. A strong emphasis on curriculum development, teaching strategies, and assessment methodologies equips students with the knowledge and tools necessary to facilitate learning. Theoretical knowledge gained in these areas allows graduates to apply educational principles in classroom settings, fostering an environment conducive to student engagement and learning. Studies indicate that graduates attribute much of their preparedness for teaching to the comprehensive training received during their academic tenure, which encompasses both theoretical and practical components Brown et al. (2021).

Table 6. Extent of the program in Development of the Graduate's Skills.

Reasons	Mean	Sd	Description
1. Technical Skills	4.22	0.61	Very Adequate
2. Communication Skills	4.22	0.61	Very Adequate
3. Human Resource Skills	3.84	0.82	Very Adequate
4. Leadership Skills	4.08	0.76	Very Adequate
5. Problem Solving Skills	4.08	0.76	Very Adequate
6. Critical Thinking Skills	4.13	0.64	Very Adequate
7. Research Skills	3.94	0.79	Very Adequate
8. Information Technology Skills	3.84	0.82	Very Adequate
9. Entrepreneurial Skills	3.32	0.87	Somewhat Adequate

Scale: 1.00-1.50 Not Adequate, 1.51-2.50 Somewhat Adequate, 2.51-3.50 Adequate, 3.51-4.50 Very Adequate, 4.51-5.00 Extremely Adequate

Level of Satisfaction of the GSU Graduates of the BEED Program

The table presents the level of satisfaction of GSU BEED graduates with various aspects of their program. The overall general satisfaction score is 4.21, indicating a high level of satisfaction. University services received a score of 4.12, university facilities scored 4.23, and the learning environment was rated 4.28. The subcategories within the learning environment also received high ratings, with teaching personnel scoring 4.26, instructional materials at 4.24, respect to students at 4.34, and the atmosphere of political and cultural understanding at 4.28. The standard deviations are relatively low across the categories, suggesting that the graduates' responses were consistent in their satisfaction levels.

This data indicates that GSU BEED graduates are generally very satisfied with their program, especially in areas directly influencing their learning experience. The high satisfaction with teaching personnel and instructional materials suggests that the faculty and resources were perceived as effective in supporting their education. The strong rating for respect to students reflects a positive relationship between students and faculty, contributing to a conducive learning environment. The emphasis on political and cultural understanding further underscores the program's holistic approach to education, fostering an inclusive and respectful atmosphere.

The implications of these findings are positive for the university, as they reflect that the majority of graduates felt supported throughout their academic journey. However, while satisfaction is high, there remains room for slight improvement in areas such as university services, which, though still rated highly, received the lowest satisfaction score (4.12) compared to other categories. The consistent positive ratings across the board highlight the program's strengths, and these insights could be used to further refine and enhance areas like student services, ensuring that the overall student experience is optimized.

Feedback regarding the curriculum indicates that graduates feel positively about the content and relevance of their studies. A well-structured curriculum that integrates practical teaching methodologies and relevant pedagogical theories is essential for developing competent educators. Recent studies show that graduates have reported high satisfaction levels regarding their educational experience, often attributing this to the comprehensive training they received, particularly in areas directly applicable to their roles as teachers (Apostol & Susada,2022).

Table 7. Level of Satisfaction of the GSU Graduates to the BEED Program

Category	Mean	Sd	Description
General Satisfaction	4.21	0.36	High Satisfaction
1. University Services	4.12	0.38	High Satisfaction
2. University Facilities	4.23	0.29	High Satisfaction
3. Learning Environment	4.28	0.52	High Satisfaction
3.1 Teaching Personnel	4.26	0.49	High Satisfaction
3.2 Instructional Materials	4.24	0.46	High Satisfaction
3.3 Respect to Students	4.34	0.49	High Satisfaction
3.4 Atmosphere of Political And Cultural Understanding	4.28	0.52	High Satisfaction

Scale: 1.00-1.50 Very Low Satisfaction, 1.51-2.50 Low Satisfaction, 2.51-3.50 Moderate Satisfaction, 3.51-4.50 High Satisfaction, 4.51-5.00 Very High Satisfaction

Conclusions

This tracer study aimed to assess the career trajectories, competencies, and level of satisfaction of Bachelor of Elementary Education (BEED) graduates from Guimaras State University (GSU) between 2018 and 2023. The study found that a majority of respondents (70.6%) are employed, with most securing teaching positions. The graduates also reported high levels of satisfaction with various aspects of their education, particularly with university facilities, learning environment, and faculty. Technical and communication skills were recognized as the most beneficial competencies learned during the BEED program, with a strong perception of their relevance to current employment. The findings indicate that the GSU BEED program has been successful in preparing graduates for careers in education, with a clear emphasis on key skills such as problem-solving, critical thinking, and research. However, the lower ratings for entrepreneurial skills suggest a potential gap in the curriculum, which could be addressed to better prepare graduates for broader career options, including those outside the traditional teaching sector.

Recommendations

Based on the findings of this study, it is recommended that the Guimaras State University (GSU) College of Teacher Education enhance its Bachelor of Elementary Education (BEED) program by incorporating a stronger focus on entrepreneurial and human resource management skills. These areas could better equip graduates for diverse career paths beyond traditional teaching roles, increasing their adaptability in the evolving job market. Additionally, the university should consider providing more robust support for graduates preparing for the Licensure Examination for Teachers (LET), such as dedicated review sessions or workshops, to expedite the certification process. Although graduates reported high satisfaction with university services, the relatively lower satisfaction with certain services indicates an opportunity for improvement. GSU could review and improve its student support services to ensure a more comprehensive and fulfilling educational experience. Furthermore, encouraging greater participation in professional organizations and creating networking opportunities for graduates would help foster continuous professional development. Lastly, it is recommended that the university continue tracking the career progression of BEED graduates over time, as this would provide valuable insights for ongoing curriculum adjustments to maintain relevance and improve graduate employability.

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