

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

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Graduate tracer studies provide evidence for assessing the responsiveness of academic programs to graduates' employment outcomes and professional development. This study examined the career trajectories of Bachelor of Elementary Education (BEEd) graduates of Guimaras State University from 2018 to 2023 in terms of their demographic and professional profile, reasons for enrollment, employment characteristics, work-relevant competencies, perceived contribution of the BEEd program to competency development, and satisfaction with their university experience. Using a descriptive survey design and a total-enumeration approach, the study targeted all 214 identified graduates from the covered cohorts; 190 were successfully contacted, and 160 completed the adapted graduate tracer questionnaire. Data were analyzed using frequencies, percentages, means, and standard deviations. Results showed that 70.6% of the respondents were employed, and 59.3% of the employed graduates were engaged in teaching. All respondents identified technical and communication skills as relevant to employment, while research, information technology, critical-thinking, problem-solving, leadership, human-resource, and entrepreneurial skills were also reported as relevant. Graduates perceived the BEEd program as contributing very adequately to most professional competencies, with technical and communication skills receiving the highest means ($M = 4.22$), while entrepreneurial skills received the lowest but remained adequate ($M = 3.32$). Graduates also reported high overall satisfaction with university services, facilities, and the learning environment ($M = 4.21$). The findings indicate generally favorable employment, competency-development, and satisfaction outcomes while identifying entrepreneurial competency and university services as areas for closer institutional examination. The results provide graduate-based evidence that may inform curriculum review, graduate support, and continuing improvement of the BEEd program.

Keywords: *Bachelor of Elementary Education, career trajectories, graduate employability, graduate tracer study, teacher education, workplace competencies*

INTRODUCTION

Higher education institutions are increasingly expected to demonstrate that their academic programs remain responsive to changing professional requirements and labor-market conditions. One important indicator of this responsiveness is graduate employability, which extends beyond whether graduates obtain employment to include the relevance of their academic preparation, their transition to work, the competencies they use in the workplace, and their capacity to respond to evolving professional demands. For higher education institutions, information about graduates' employment experiences provides valuable evidence for evaluating academic programs and identifying areas that may require curricular or institutional improvement. Graduate tracer studies serve this purpose by systematically examining graduates after they complete their degrees and generating evidence on employment characteristics, transition to employment, competencies, and perceptions of their educational experiences (Gines, 2014).

Tracer studies are particularly useful because they connect academic preparation with graduates' experiences after leaving the university. In a tracer study of Philippine Normal University graduates, Gines (2014) demonstrated the value of examining employment characteristics, transition to employment, satisfaction with university services and facilities, and the skills and competencies developed during pre-service teacher education. This information allows institutions to evaluate whether academic programs remain adequate and relevant amid changing professional expectations. In this sense, tracer studies function not merely as records of graduate employment but also as mechanisms for institutional reflection, curriculum review, and quality improvement.

This evidence is especially important in teacher education. Teacher education programs are expected to prepare graduates not only with disciplinary and pedagogical knowledge but also with competencies that enable them to function effectively in changing educational and professional environments. Developments in technology, educational reform, and workplace expectations have increased the importance of transferable competencies alongside profession-specific knowledge. In a scoping review of 15 studies involving teacher

education graduates in the Philippines, Caingcoy (2021) identified communication, information and communication technology, problem-solving and critical thinking, collaboration and teamwork, research, and leadership among the major employability skills reported in the literature. These competencies provide a useful basis for examining whether teacher education graduates perceive their undergraduate preparation as responsive to the requirements they encounter after graduation.

Empirical tracer studies of teacher education graduates also highlight the importance of communication and other transferable competencies. In their study of graduates of Eastern Visayas State University-Tanauan Campus, Cornillez et al. (2021) examined employment characteristics, curriculum relevance, and the usefulness of competencies developed during university education. Their findings showed that most respondents were employed, generally held permanent or regular positions, and perceived their curriculum as relevant to employment. Communication, human relations, and self-assurance were among the competencies and values identified as useful in the workplace. These findings reinforce the importance of examining graduate outcomes beyond employment status alone because the relevance of academic preparation can also be reflected in the competencies graduates actually use in their professional roles.

Similarly, Pentang et al. (2022) examined teacher education graduates of Western Philippines University-Puerto Princesa Campus and showed how tracer-study findings can inform curriculum review and revision. Their study examined graduates' demographic and academic characteristics, employment, professional development, the relevance of their college preparation, and difficulties encountered in seeking employment. The graduates generally considered their college preparation relevant to their current employment, while the study identified areas that could inform future curriculum enhancement. These findings illustrate the institutional value of systematically connecting graduate experiences with program evaluation. Rather than relying solely on internal assessments of curriculum quality, higher education institutions can incorporate graduates' post-university experiences as an additional evidence source to determine whether program preparation remains responsive to workplace expectations.

Evidence focusing specifically on Bachelor of Elementary Education graduates further demonstrates the importance of program-level tracer studies. Apostol and Susada (2022), in their tracer study of 150 BEEd graduates of Davao Oriental State University-Cateel Extension Campus, found that most respondents were employed as regular or permanent basic education teachers, primarily in public or government institutions. Many obtained their first employment within one to six months after graduation and perceived their undergraduate curriculum as relevant to both their first and present employment. Graduates identified communication as one of the competencies they learned in college and found most useful in their employment. These findings demonstrate that employment status, job characteristics, curriculum relevance, and workplace competencies can collectively provide a more comprehensive understanding of how BEEd graduates transition from university preparation to professional practice.

Taken together, previous studies indicate that teacher education graduates' outcomes should be examined across several interconnected dimensions. Employment provides one indicator of graduates' transition into professional life, but employment status alone cannot fully describe the contribution or continuing relevance of an academic program. The nature of graduates' employment, the competencies they perceive as useful, the contribution of their academic preparation to skill development, and their retrospective assessment of their university experience provide complementary evidence. Caingcoy (2021) particularly emphasized the value of employability competencies as a framework for curriculum enhancement, while the tracer studies of Cornillez et al. (2021), Pentang et al. (2022), and Apostol and Susada (2022) demonstrate how graduate evidence can reveal both strengths and areas requiring further attention in teacher education programs.

For Guimaras State University (GSU), examining these outcomes is important to ensure the Bachelor of Elementary Education program remains responsive. Previous institutional tracer initiatives have generated information concerning graduates of teacher education and other academic programs. However, the available institutional evidence has not provided a sufficiently focused and updated account of BEEd graduates across the cohorts covered by the present investigation. A program-specific analysis is necessary because findings aggregated across different teacher education programs may obscure differences in graduates' employment experiences, professional competencies, and perceptions of their academic preparation. The absence of an updated BEEd-specific account therefore represents an institutional evidence gap concerning the employment characteristics, work-relevant competencies, perceived contribution of the program to competency development, and educational experiences of its graduates.

The study's conceptual framework was developed to organize the major dimensions examined in tracing BEEd graduates' professional experiences. It recognizes that graduates enter the workforce with educational experiences and competencies developed through the BEEd program, while their post-graduation outcomes may be described through their employment characteristics, work-relevant competencies, perceived contribution of the program to competency development, and satisfaction with their university experience. This framework aligns with tracer-study literature that emphasizes graduate employment, curriculum relevance, competencies, and educational experiences as evidence for program evaluation and improvement (Gines, 2014; Caingcoy, 2021; Pentang et al., 2022; Apostol & Susada, 2022).

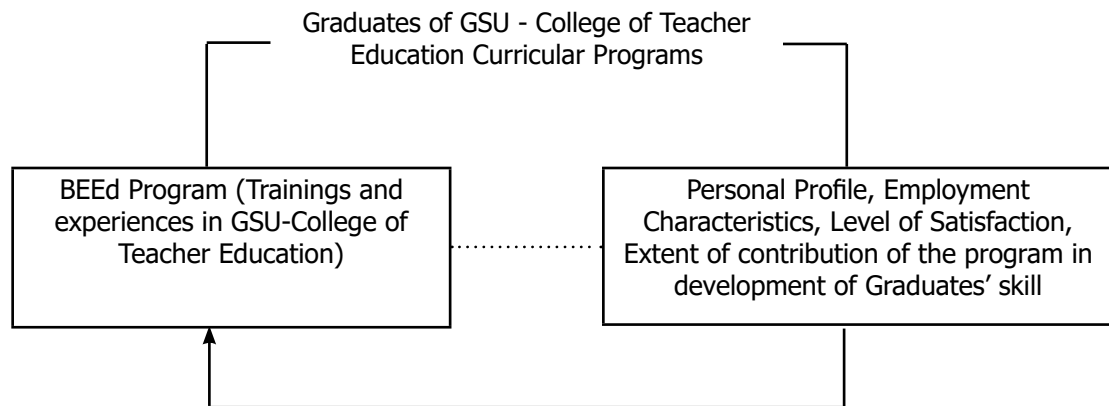


Figure 1: Conceptual Framework of the Study

Accordingly, this study examined the employment outcomes and professional experiences of Bachelor of Elementary Education graduates of Guimaras State University from 2018 to 2023. Specifically, it sought to describe the demographic and professional profile of the BEEd graduates and determine their reasons for enrolling at Guimaras State University; determine their employment characteristics and the competencies they perceived as relevant to their current employment; assess the extent to which the BEEd program contributed to the development of their professional competencies; and determine their level of satisfaction with university services, facilities, and the learning environment. By generating program-specific evidence on graduate outcomes and experiences, the study aims to provide an empirical basis for curriculum review, graduate support initiatives, and the continued improvement of the BEEd program.

METHODOLOGY

Research Design

This study employed a descriptive survey research design to examine the employment outcomes and professional experiences of Bachelor of Elementary Education (BEEd) graduates of Guimaras State University. Specifically, the study described the graduates' demographic and professional profile, employment characteristics and work-relevant competencies, perceived contribution of the BEEd program to competency development, and satisfaction level with university services, facilities, and the learning environment.

Respondents of the Study

The target population consisted of 214 BEEd graduates of Guimaras State University from the graduation cohorts covered by the study. Based on institutional graduate records, the researchers attempted to contact the identified graduates using the available contact information. Of the 214 identified graduates, 190 were successfully reached, and 160 completed the survey questionnaire.

No BEEd graduates were recorded in 2021; hence, the year was not represented in the study. This absence coincided with the effects of the national K to 12 transition, during which the implementation of Senior High School temporarily reduced the regular flow of students into higher education (CHED, 2015; DepEd, 2016).

Thus, the study obtained responses from 84.2% of the graduates who were successfully contacted (160/190). Relative to the total identified population of 214 graduates, the completed responses represented 74.8% of the identified graduate population.

Table 1. Distribution of BEEd Graduates and Survey Respondents by Graduation Year

Year of Graduation	Total Graduates	Graduates Reached	Graduates Who Responded	Response 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

Sampling Procedure

The study employed a total enumeration approach, targeting all 214 BEEd graduates of Guimaras State University from the cohorts covered by the study. Of these, 190 were successfully contacted, and 160 voluntarily completed the survey and were included in the analysis. This yielded an 84.2% response rate among those contacted and represented 74.8% of the identified graduate population. The researchers did not select replacement participants for graduates who could not be reached or did not respond.

Research Instrument

The study used an adapted graduate tracer questionnaire to collect information aligned with the study objectives. As indicated in the original manuscript, the instrument was adapted from the Commission on Higher Education (CHED) Graduate Tracer Study questionnaire and informed by previous graduate tracer studies, including Gines (2014) and Magbanua et al. (2022). The researchers modified the questionnaire to fit the context of BEEd graduates of Guimaras State University and the variables examined in the study.

The instrument included items covering graduates' demographic and professional characteristics, employment characteristics, competencies perceived as relevant to employment, the BEEd program's perceived contribution to competency development, and satisfaction with university services, facilities, and the learning environment. The study used categorical items to obtain frequencies and percentages, while scaled items measured graduates' perceptions of program contribution and satisfaction.

Using a CHED-aligned graduate tracer instrument is appropriate for examining graduate outcomes in the Philippine higher education context. CHED has funded several national Graduate Tracer Studies and currently identifies its study conducted in coordination with the Philippine Institute for Development Studies as a reference containing the questions, criteria, and parameters for graduate tracer surveys.

Data-Gathering Procedure

The researchers first obtained the list and contact information of BEEd graduates in the cohorts covered by the study from appropriate university records. The researchers then contacted the identified graduates and invited them to participate in the tracer survey.

The researchers administered the questionnaire in online and printed formats to facilitate participation among graduates with different levels of accessibility. The researchers distributed the online questionnaire electronically and provided printed copies when necessary. Respondents were informed of the study's purpose and asked to answer the questionnaire based on their post-graduation and employment experiences.

Of the 214 graduates identified from university records, the team successfully reached 190. A total of 160 graduates returned completed questionnaires and were included in the analysis. The team reviewed completed responses for completeness, organized them, coded them, and prepared them for statistical analysis.

Data Analysis Procedure

The data analysis in this study follows a well-defined framework to interpret results, using 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 measures the effectiveness of the educational experience and how well it aligns with BEEd graduates' needs and expectations. The interpretation scales for satisfaction, adequacy, and relevance provide a quantitative framework for assessing graduates' contentment, the sufficiency of services, and the BEEd program's relevance to their skill development.

Incorporating frequency counts, percentages, means, and rankings in the data analysis ensures a comprehensive and statistically sound examination of graduates' responses. These analytical methods provide valuable insights into collective perceptions, helping identify patterns, trends, and areas for improvement.

Interpreting means using the defined scales ensures the findings are data-driven, user-friendly, and actionable. Aligning the means with the satisfaction, adequacy, and relevance scales allows the study to categorize and communicate graduates' satisfaction 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

Ethical Considerations

The researchers observed ethical principles in conducting the graduate tracer survey. The researchers informed prospective respondents of the study's purpose and the voluntary nature of participation. The researchers obtained informed consent before participation and informed respondents that they could decline to participate or stop answering the questionnaire without penalty. The study treated respondents' information confidentially and used it solely for research purposes. The study excluded personally identifiable information from the presentation and reporting of results, and reported findings in aggregate form to protect respondents' identities.

RESULTS AND DISCUSSION

Personal Profile of the Respondents

Table 2 presents the demographic and professional profile of the 160 BEEd graduates. Most respondents were 21–30 years old (73.1%), followed by those aged 31–40 (19.4%) and 41–50 (7.6%), indicating that the majority were relatively young graduates. In terms of sex, 146 (91.2%) were female, while 14 (8.8%) were male. Most were single (66.2%), while 33.8% were married. Regarding educational attainment, 86.9% held a bachelor's degree as their highest qualification, whereas 13.1% had obtained a master's degree.

The graduates represented five graduation cohorts, with the largest proportion coming from 2018 (26.9%), followed by 2023 (24.4%, corrected based on 39/160), 2019 (21.9%), 2022 (19.4%), and 2020 (7.5%). The data included no 2021 cohort; as discussed in the Methodology, the manuscript should provide the verified institutional reason for its absence. In terms of professional development, 77 graduates (48.1%) had professional eligibility, 63 (39.4%) reported membership in professional organizations, and 58 (36.3%) had received awards or recognition.

The predominance of young, female, and single graduates is comparable with findings from other Philippine teacher-education tracer studies, particularly Apostol and Susada (2022), who similarly reported

that most BEEd graduates in their study were female and single. Thus, the demographic pattern observed among GSU graduates is comparable with evidence reported for another Philippine BEEd graduate population.

Professional eligibility is particularly relevant when interpreting the graduates' subsequent employment outcomes. Although 48.1% reported having eligibility, these descriptive data do not explain why the remaining graduates did not obtain eligibility or whether eligibility directly influenced their employment status. The result should therefore be treated as an important professional characteristic rather than as evidence of the effectiveness or inadequacy of the BEEd program. Likewise, membership in professional organizations and receipt of awards or recognition provide additional information about graduates' professional engagement, but the present study did not statistically examine their relationship with employment outcomes.

Overall, the profile provides important context for interpreting graduates' employment and professional experiences. The predominance of relatively young graduates and the presence of professional eligibility, organizational membership, and postgraduate qualifications among some respondents indicate varying levels of post-graduation professional development. Consider these characteristics alongside subsequent findings on employment and workplace competencies rather than interpreting them independently as indicators of program effectiveness.

Table 2. Demographic and Professional Profile of BEEd 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	7.5
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	24.4
With Eligibility	77	48.1
Membership in Professional Organizations	63	39.4
Awards and Recognitions	58	36.3

Reasons for Enrolling at Guimaras State University

Table 3 presents the reasons graduates reported for enrolling at Guimaras State University. Since respondents could indicate more than one reason, the percentages represent multiple responses. All 160 respondents (100.0%) identified affordable tuition fees as the most frequently reported reason for enrollment. This was followed by professional development (90.6%), prospects for career advancement or promotion (88.1%), strong passion for immediate employment (86.3%), and peer influence (82.5%). These findings indicate that the graduates' enrollment decisions reflected a combination of financial, professional, employment-related, and social considerations.

The unanimous identification of affordable tuition suggests that financial accessibility was an important consideration in the respondents' decision to enroll at GSU. However, interpret this finding only as graduates' reported reason for enrollment, not as evidence that GSU was objectively more affordable than other higher education institutions, since the study did not compare tuition costs. Given the 100% response for this item, the researchers should also verify the result against the original questionnaires or dataset before final publication.

Professional and career-related considerations were likewise prominent. Professional development was reported by 90.6% of the graduates, while 88.1% identified prospects for career advancement or promotion. These findings are broadly consistent with the Fourth Philippine Graduate Tracer Study, which reported that Filipino graduates' choices of baccalaureate programs were influenced by anticipated earnings and opportunities for career advancement (Tutor et al., 2021). The present results therefore suggest that many GSU graduates associated their decision to pursue higher education with anticipated professional growth and future career opportunities.

Employment-related considerations were also evident, with 86.3% of respondents reporting a strong passion for immediate employment. Comparable teacher-education tracer research indicates that decisions to pursue teacher education may reflect both personal interest in the profession and anticipated employment opportunities. Pentang et al. (2022), for example, reported that 63% of the teacher-education graduates in their study identified a strong passion for the teaching profession as a reason for enrolling in the program. This finding shows that decisions to pursue teacher education may involve motivations beyond financial considerations, including professional interests and expectations associated with future employment. However, because the present GSU item is worded as "strong passion for immediate employment" rather than "strong passion for the teaching profession," direct equivalence between the two findings should not be assumed.

Peer influence was reported by 82.5% of the respondents, indicating that social considerations also contributed to their enrollment decisions. Previous teacher-education tracer literature has similarly documented the role of interpersonal influences in program selection, although these may involve parents, relatives, or other significant individuals rather than peers alone. In the present study, however, the findings should remain limited to peer influence, since the available data do not specify whether parents, relatives, teachers, or other individuals influenced the respondents' decisions.

Overall, the findings show that the graduates' reasons for enrolling at GSU were multidimensional, encompassing affordability, professional development, career advancement, employment expectations, and peer influence. The prominence of affordability highlights the importance respondents placed on financial accessibility, while the high frequencies for professional development and career advancement indicate that educational decisions were also associated with anticipated professional benefits. These findings provide useful context for understanding graduates' entry into the BEd program and complement the subsequent analysis of their employment characteristics and professional outcomes.

Table 3. Reasons of enrollment of the respondents.

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

Employment Characteristics of the Graduates

Table 4 presents the employment characteristics of the 160 BEd graduates. Of the total respondents, 113 (70.6%) were currently employed, while 47 (29.4%) were not employed at the time of the survey. Among the 113 employed graduates, 67 (59.3%) were teaching, while 46 (40.7%) worked in non-teaching occupations. In addition, 98 graduates (61.3%) reported obtaining employment after graduation, while 47 (29.4%) were currently preparing for the Licensure Examination for Teachers (LET). Overall, the findings

indicate that a substantial proportion of graduates entered the workforce, with teaching as the predominant occupational destination among those currently employed.

The predominance of teaching employment is consistent with findings from comparable Philippine teacher-education tracer studies. Apostol and Susada (2022) found that most employed BEd graduates worked as basic education teachers, with the Department of Education as the principal employer; most currently employed respondents also worked in the education sector. Similarly, Pentang et al. (2022) reported favorable employability among teacher-education graduates and found that graduates generally perceived their college preparation as relevant to their current employment. These comparable findings suggest that entry into teaching remains an important employment pathway for teacher-education graduates.

Nevertheless, the finding that 46 of the 113 employed graduates (40.7%) were working in non-teaching occupations deserves attention. Employment outside teaching should not automatically be interpreted as job mismatch or as evidence of inadequate preparation. Comparable tracer evidence indicates that BEd graduates may also obtain employment in government agencies, private institutions, business organizations, and other occupational sectors outside basic education (Apostol & Susada, 2022). However, the present study did not examine the reasons for entering non-teaching occupations. Factors such as professional eligibility, the availability of teaching positions, individual career preferences, and other labor-market circumstances may be relevant, but the available data cannot establish these explanations. Further research examining job-degree alignment and the reasons underlying graduates' occupational choices would therefore provide a clearer understanding of their career transitions.

The finding that 98 graduates (61.3%) obtained employment after graduation provides further evidence of graduates' transition from higher education to the labor market. This is broadly comparable with Apostol and Susada (2022), whose BEd tracer study found that employed graduates commonly secured their first jobs within one to six months after completing college. Pentang et al. (2022) likewise reported that teacher-education graduates were generally employable and emphasized that tracer information on employment and the relevance of college preparation can provide useful evidence for curriculum review. However, because the present table does not report the time between graduation and first employment, no conclusion can be drawn about how quickly GSU graduates secured their first jobs.

Finally, 47 graduates (29.4%) were currently preparing for the LET. This finding provides additional context for interpreting the graduates' employment profile, particularly because professional eligibility may be relevant to entry into licensed teaching positions. Pentang et al. (2022) included licensure examination outcomes among the professional characteristics of teacher-education graduates and reported that many graduates had passed the Licensure Examination for Teachers. In the present study, however, LET preparation was not statistically examined in relation to employment status or type of employment. It should therefore be interpreted as a descriptive professional characteristic rather than a determinant of employment.

Taken together, the findings indicate that most GSU BEd graduates included in the study had entered employment, with teaching as the principal occupational pathway among those employed. At the same time, the substantial proportion working in non-teaching occupations and those preparing for the LET highlights variation in graduates' post-graduation trajectories. These findings provide a useful baseline for examining the competencies graduates perceive as relevant to their current employment.

Table 4. Employment Characteristics of the Respondents.

Employment Characteristic	F (n= 160)	%
Current Employment Status (n = 160)		
Employed	113	70.6
Not currently employed	47	29.4
Type of Employment (n = 113)		
Teaching	67	59.3
Non-teaching	46	40.7
Employment after Graduation		
Obtained employment after graduation	98	61.3
LET Preparation (n = 160)		
Currently reviewing for LET	47	29.4

Competencies Relevant to Current Employment

Table 5 presents the competencies that graduates perceived as relevant to their current employment. Based on the manuscript data, technical and communication skills emerged as the most frequently identified competencies, followed by problem-solving, research, critical-thinking, and leadership skills. The findings indicate that the competencies graduates considered relevant to employment encompass both profession-related abilities and transferable skills applicable across occupational settings.

These findings align with the Philippine teacher-education literature. In a scoping review of employability skills among teacher-education graduates in the Philippines, Caingcoy (2021) identified communication, information and communication technology, critical thinking and problem-solving, collaboration and teamwork, research, and leadership as recurring competencies associated with graduate employability. The author also recommended that teacher-education institutions examine how strongly they emphasize these competencies in their curricula. The competencies reported by GSU graduates therefore closely align with those identified in previous Philippine teacher-education studies.

Communication skills are particularly relevant to the present findings. Apostol and Susada (2022) reported that BEd graduates perceived communication skills as the most useful competency learned in college for employment. The prominence of communication in both studies highlights its applicability to professional roles that require interaction with learners, colleagues, administrators, parents, and other stakeholders.

Problem-solving, critical thinking, research, and leadership skills also emerged among the competencies GSU graduates perceived as relevant. Their identification supports the view that teacher preparation involves more than pedagogical and technical knowledge. Caingcoy (2021) similarly identified these transferable competencies as important dimensions of teacher-education graduate employability.

The comparatively lower frequencies reported for other competencies should not automatically be interpreted as curricular deficiencies. Their perceived relevance may vary with respondents' specific occupational responsibilities, particularly because 40.7% of the employed graduates were working outside teaching. Moreover, because the findings are based on graduates' perceptions rather than employer evaluations or direct competency assessments, they indicate perceived workplace relevance rather than objectively measured competency proficiency.

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

Contribution of the BEd Program to Professional Competency Development

Table 6 presents the graduates' assessment of the extent to which the BEd program contributed to the development of their professional competencies. Based on the manuscript data, graduates generally perceived the program as contributing very adequately to the development of technical, communication, critical-thinking, leadership, problem-solving, research, human-resource, and information-technology skills. The results indicate a generally favorable perception of how their undergraduate preparation contributed to competencies relevant to professional practice.

These findings correspond with competencies identified in previous teacher-education tracer research. Caingcoy (2021) identified communication, ICT, critical thinking and problem-solving, research,

and leadership as recurring employability competencies among Philippine teacher-education graduates and proposed these competencies as a framework that institutions may consider in curriculum enhancement. Similarly, Apostol and Susada (2022) found that BEEd graduates perceived their undergraduate curriculum as relevant to their first and present employment and particularly emphasized communication as a useful competency developed during college.

The finding is also comparable with Pentang et al. (2022), whose teacher-education graduates generally considered their college preparation relevant to their current employment. Their study emphasized the value of tracer findings as baseline evidence for curriculum review and program strengthening. The present findings similarly provide GSU with graduate-based evidence concerning competencies perceived to have been supported by the BEEd program.

Among the competency areas, entrepreneurial skills obtained the lowest mean ($M = 3.32$). Importantly, according to the interpretation scale adopted in the manuscript, this mean falls within Adequate (2.51–3.50). The original interpretation of 3.32 as “Somewhat Adequate” should therefore be corrected in the table, narrative, abstract, conclusion, and recommendations.

Although entrepreneurial skills received the lowest rating, the result should not be interpreted as evidence of a deficiency in the program. Rather, its comparatively lower mean indicates an area that may warrant further examination during curriculum review, particularly in relation to contemporary opportunities for educational innovation, resource development, alternative employment, and entrepreneurial activities among education graduates. Since the present study did not investigate why entrepreneurial skills received a lower rating, no causal explanation should be advanced.

More importantly, the results reflect graduates' perceptions of the program's contribution, not direct assessments of their actual competency levels. Accordingly, the manuscript should state that graduates perceived the BEEd program as contributing to competency development, rather than claiming that the study demonstrated or proved the program's effectiveness.

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	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

Satisfaction with University Services, Facilities, and the Learning Environment

Table 7 presents the graduates' level of satisfaction with university services, facilities, and the learning environment. Based on the manuscript data, respondents generally reported high satisfaction with their university experience. Among the individual indicators, respect for students received the highest mean, while university services received the lowest rating, though it remained within the high-satisfaction category. The results indicate that graduates generally held favorable perceptions of the institutional environment in which they completed their undergraduate education.

The satisfaction findings complement the employment and competency results by providing evidence concerning graduates' retrospective assessment of their educational experience. However, satisfaction should be distinguished from employment outcomes and competency development. A high satisfaction rating indicates a favorable perception of university experiences but does not establish that university services, facilities, or the learning environment directly caused graduates' subsequent employment outcomes.

Graduate feedback can nevertheless serve an important quality-improvement function. Apostol and Susada (2022), for example, reported that although BEEd graduates generally perceived their curriculum as relevant to employment, they identified the need for additional library and laboratory resources, equipment, facilities, and curricular options. Similarly, Pentang et al. (2022) emphasized that tracer-study findings can provide baseline evidence for curriculum review and recommendations for strengthening teacher-education programs. These studies demonstrate that favorable overall graduate perceptions can coexist with specific areas requiring institutional attention.

In the present study, the particularly favorable assessment of respect for students may reflect a perceived strength of the university's learning environment. Conversely, the comparatively lower rating for university services provides an area for closer institutional examination. Rather than recommending broad changes based solely on the overall satisfaction rating, GSU may examine the service indicators with the lowest means to identify specific areas where improvements may be warranted.

Overall, the findings suggest that the graduates viewed their university experience positively across services, facilities, and the learning environment. These satisfaction results should be considered complementary to, rather than explanatory of, the graduates' employment and competency outcomes. Together, the findings provide multiple sources of graduate-based evidence that may inform institutional planning, curriculum review, and improvement of student and graduate support mechanisms.

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

CONCLUSION

The study provides evidence that the career trajectories of GSU BEEd graduates extend across teaching and non-teaching employment and are supported by a range of professional and transferable competencies. Graduates generally perceived their undergraduate preparation and university experience favorably, suggesting that the BEEd program remains relevant to their professional development. At the same time, the findings identify areas that warrant continued attention, particularly entrepreneurial competency, professional eligibility, job-degree alignment, and university services. These findings may serve as a basis for curriculum review and the strengthening of graduate and institutional support mechanisms. Future tracer studies may incorporate employer perspectives and longitudinal data to provide a more comprehensive assessment of graduate outcomes and program relevance

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