



WHERE ARE THEY NOW? A TRACER STUDY ON THE CAREER OUTCOMES OF BACHELOR OF ELEMENTARY EDUCATION GRADUATES

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Abstract

This study examined the career outcomes of Bachelor of Elementary Education (BEEd) graduates of Iloilo Science and Technology University (ISAT U)–Miagao Campus from the 2020, 2022, 2023, 2024, and 2025 graduating cohorts. Specifically, it investigated graduates' personal and educational profiles, employment status, first-job experiences, career progression, perceived curriculum relevance, useful competencies, and recommendations for program improvement. A descriptive research design employing quantitative and qualitative approaches was utilized. Data were collected from 283 graduates through a tracer survey questionnaire and analyzed using frequency counts, percentages, rankings, and thematic analysis. Results revealed that 85.51% of respondents were female, 53.71% received Latin honors, and 93.64% were Licensed Professional Teachers. Formal teaching was the leading first-job category (46.64%), while 86.93% were currently employed, with 63.60% working in the education sector. Moreover, 65.72% perceived the curriculum as relevant to their first job. Salary increases (47.35%) and expanded responsibilities (39.58%) were the most reported forms of career advancement. Communication, problem-solving, and critical-thinking skills were identified as the most useful workplace competencies. Qualitative findings highlighted professional licensure, further studies, leadership, employment regularization, and entrepreneurship as career milestones. Graduates recommended more hands-on teaching experiences, stronger educational technology integration, updated learning resources, and relevant professional development activities. The study concludes that the BEEd program supports graduates' employability and professional growth, while emphasizing the need to strengthen practical preparation, career support, and curriculum responsiveness.

Keywords: BEEd graduates, career outcomes, employment, graduate tracer study, curriculum relevance

Introduction

The Bachelor of Elementary Education (BEEd) program prepares prospective teachers with the knowledge, skills, values, and professional competencies needed to teach children in the elementary grades. The effectiveness and continuing relevance of a degree program, however, cannot be assessed solely through what students learn while enrolled. Information about graduates' employment, career development, and application of acquired competencies after graduation can help higher education institutions evaluate how well academic preparation connects with professional practice. Graduate tracer studies provide a systematic approach to gathering this information by documenting graduates' profiles, employment pathways, job–degree alignment, and reflections on their academic preparation (Cuadra et al., 2019).

In the Philippine context, the 4th Philippine Graduate Tracer Study examined graduates' post-college outcomes and found evidence of job–education mismatch, including among graduates of programs associated with professional licensure. It also reported associations between positive college experiences and several post-graduation outcomes (Tutor et al., 2021). These findings underscore the importance of examining employment outcomes alongside graduates' perceptions of how their college education relates to their work. Because employment conditions, career opportunities, and educational environments vary across institutions, programs, and local contexts, institution-specific evidence is essential for informing curriculum development, institutional planning, and graduate employability initiatives.



Tracer studies of teacher education graduates in the Philippines have examined employment status, professional competencies, and the relationship between university preparation and graduates' work. For example, a study of BEEd graduates assessed employability and professional competencies using graduates' and employers' perspectives (Abana et al., 2021). Research involving teacher education graduates has likewise used graduate employment and academic preparation as evidence for curriculum review and revision (Pentang et al., 2022). More recent tracer-study research has also examined how graduates perceive program relevance in relation to professional development and employment success (Sarsale et al., 2024). Taken together, these studies support the use of graduate feedback and career information as valuable inputs to curriculum evaluation, while recognizing that findings from one institution cannot automatically represent graduates from another.

For Iloilo Science and Technology University (ISAT U) Miagao Campus, examining the experiences and career outcomes of BEEd graduates from the 2020, 2022, 2023, 2024, and 2025 cohorts provides an important basis for understanding their transition from higher education to employment. Understanding their personal and educational profiles, particularly in terms of sex, civil status, graduation year, academic honors and awards, and professional eligibility, may provide insights into the characteristics and qualifications of graduates entering the workforce. Equally important are their reasons for pursuing the BEEd program, as these may reflect the influence of personal interests, family considerations, financial accessibility, and perceived career opportunities on their educational decisions. Examining these characteristics and motivations may help the institution better understand its graduates and strengthen academic and career support services.

Beyond graduates' backgrounds and motivations, their initial employment experiences provide valuable information about the relationship between academic preparation and workplace opportunities. Identifying the major employment categories of their first jobs, the perceived relevance of the college curriculum to their employment, and the methods used to secure their first positions may reveal how graduates transition into professional practice. Likewise, examining the length of time spent finding employment, initial gross monthly earnings, and duration of their first employment may provide a clearer understanding of their early career experiences and challenges. These dimensions are particularly relevant in determining whether the competencies developed during college correspond to actual workplace requirements and employment opportunities.

The current employment conditions of BEEd graduates also warrant examination, particularly their employment status, nature of employment, major line of business of their employers, and place of work. Identifying their present occupational categories may provide insights into the extent to which graduates pursue careers in formal teaching, alternative and non-formal education, government service, and other employment sectors. Moreover, examining their career progression through promotions, frequency of advancement, length of time before their first promotion, types of career advancement, and current career levels compared with their first jobs may help determine their professional growth after graduation. Their major career milestones, including professional licensure, postgraduate education, leadership responsibilities, employment regularization, and other achievements, may further illustrate the different pathways through which graduates establish and advance their careers.

Despite the opportunities associated with completing a teacher education degree, some graduates may experience difficulties in obtaining or maintaining employment. Investigating the reasons for unemployment may provide a better understanding of the personal, family-related, and labor-market circumstances influencing graduates' employment decisions. At the same time, identifying the competencies acquired in college that graduates consider most useful in their first jobs, particularly communication, problem-solving, critical thinking, human relations, information technology, and entrepreneurial skills, may help assess the practical relevance of their academic preparation. Graduates' suggestions concerning experiential learning, classroom management, educational technology, professional development, instructional resources, and curriculum alignment may also provide meaningful directions for program improvement. Furthermore, understanding their reasons for recommending ISAT U Miagao Campus to prospective students may offer insights into their perceptions of educational quality, affordability, faculty support, learning facilities, and institutional reputation.

The findings of this study may also provide useful information for stakeholders involved in teacher education and graduate employment. BEEd students may gain insights into the competencies, professional qualifications, and career



preparation necessary for employment and advancement, while BEED faculty members may use the findings to enhance instructional strategies, practical teaching experiences, and technology-integrated learning activities. ISAT U Miagao Campus department heads and key officials may consider the results in reviewing the curriculum, improving learning resources, strengthening career guidance services, and developing institutional partnerships. Public and private employers may benefit from a better understanding of graduates' competencies and professional development needs, while the Commission on Higher Education (CHED) may use the findings as additional institutional evidence for teacher education curriculum review, quality assurance, and graduate employability initiatives. Future researchers may likewise use the results as baseline information for further investigations involving additional graduation cohorts, long-term employment outcomes, career progression, and other factors associated with graduate success.

Accordingly, this study traces the BEED graduates of ISAT U Miagao Campus from the 2020, 2022, 2023, 2024, and 2025 cohorts by examining their personal and educational characteristics, motivations for pursuing the degree, employment experiences, occupational pathways, career progression, professional milestones, reasons for unemployment, and competencies considered useful in the workplace. It also explores graduates' suggestions for curriculum improvement and their reasons for recommending the institution to prospective students. By examining these interconnected dimensions, the study may provide context-specific evidence on the relevance of the BEED program to graduates' professional experiences and contribute to curriculum enhancement, institutional planning, career development support, and continuous improvement of teacher education at ISAT U Miagao Campus.

Conceptual Framework of the study

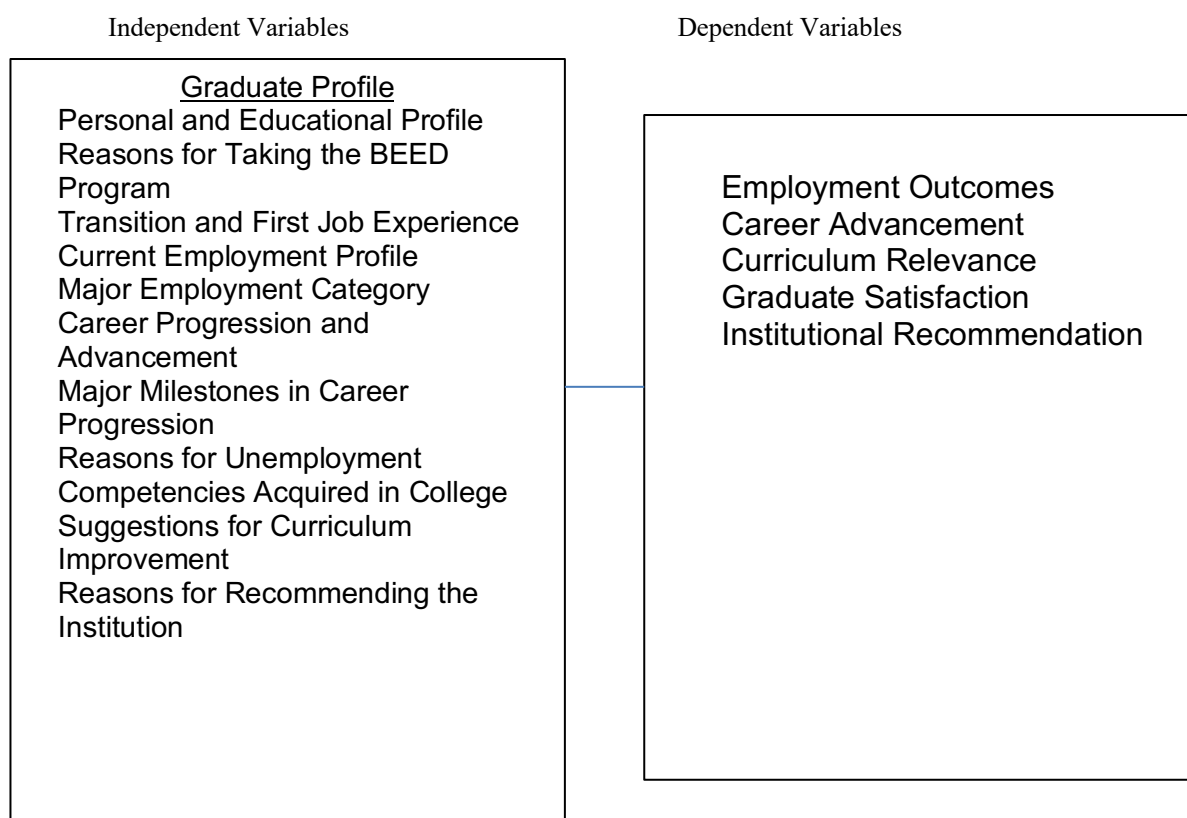


Figure 1. *Conceptual Framework of the study*

The conceptual framework illustrates the relationship between the independent and dependent variables of the tracer study of Bachelor of Elementary Education (BEED) graduates of ISAT U Miagao Campus.



The independent variables include the graduates' personal and educational profiles, reasons for choosing the BEED program, first-job experiences, current employment profiles, career progression, reasons for unemployment, competencies acquired in college, and suggestions for curriculum improvement. The dependent variable, program effectiveness, is examined through graduates' employment outcomes, career advancement, perceived curriculum relevance, graduate satisfaction, and willingness to recommend the institution.

The connecting line indicates that the graduates' profiles and experiences serve as the basis for assessing the effectiveness of the BEED program. The findings may help identify strengths and areas for improvement in the curriculum and in preparing future elementary teachers

Methodology

This study used a descriptive research design incorporating both quantitative and qualitative approaches to examine the career outcomes of Bachelor of Elementary Education (BEEd) graduates of Iloilo Science and Technology University (ISAT U) – Miagao Campus. The study focused on determining the graduates' personal and educational backgrounds, employment experiences, current employment status, and career progression after graduation. It also sought to identify the competencies they found useful in their jobs, the challenges they encountered in seeking employment, and their suggestions for improving the BEEd curriculum.

The study involved 283 BEEd graduates from the graduating batches of 2020, 2022, 2023, 2024, and 2025. A graduate tracer survey questionnaire was used to gather the necessary data. The questionnaire included questions about the respondents' personal information, educational achievements, professional eligibility, first job experiences, present employment, and career advancement. It also contained open-ended questions that allowed the graduates to share their experiences, significant career achievements, and recommendations for improving the program. Through these questions, the study gathered information on how the graduates transitioned from college to employment and how their careers developed over time.

The data gathered were organized and analyzed using frequency counts, percentages, and rankings. Frequency counts and percentages were used to present the number and proportion of graduates according to their profiles, employment status, job experiences, and career progression. Rankings were used to determine the most common reasons for taking the BEEd program, reasons for unemployment, and competencies learned in college that were useful in their first jobs. Most percentages were computed based on the total number of 283 respondents, while the analysis of reasons for unemployment was based on the 37 graduates who reported being unemployed. For questions where respondents could select more than one answer, each response was counted separately.

In addition to the numerical data, the graduates' answers to open-ended questions were analyzed using thematic analysis. Similar responses were grouped together to identify common ideas and experiences. This process helped identify the major themes related to the graduates' career milestones, suggestions for curriculum improvement, and reasons for recommending ISAT U Miagao Campus to others. The themes reflected their experiences in obtaining professional licenses, pursuing further studies, receiving promotions, securing permanent employment, and developing their careers. Their suggestions also provided insights into areas of the curriculum that could be strengthened, particularly practical teaching experiences, technology integration, and preparation for actual workplace demands.

By examining both the numerical results and the graduates' personal experiences, the study provided a clearer picture of where BEEd graduates are now and how their education has contributed to their professional lives. The information gathered may help ISAT U Miagao Campus better understand the employment outcomes of its graduates and identify possible improvements in the BEEd program to prepare future graduates for the demands of the teaching profession and other career opportunities.

Ethical considerations were strictly followed. Respondents were provided with informed consent, and their data will remain anonymous and confidential.

Results and Discussion



Profile of the Bachelor of Elementary Education Graduates

Table 1

Profile of the Bachelor of Elementary Education Graduates

Profile Characteristic		Frequency f	Percentage %
Sex			
	Male	41	14.49%
	Female	242	85.51%
Civil Status			
	Single	254	89.75%
	Married	29	10.25%
Year Graduated			
	2020	51	18.02%
	2022	68	24.03%
	2023	48	16.96%
	2024	67	23.67%
	2025	49	17.31%
Highest Academic Honors / Awards Received			
	Academic Latin Honors	152	53.71%
	Academic Merit Awardee	26	9.19%
	Dean's Lister/With Honors	4	1.41%
	Co-Curricular and Extracurricular Awardee	12	4.24%
	None	89	31.45%
Eligibility			
	Licensed Professional Teacher	265	93.64%
	None	18	6.36%

*Note: Percentage = (Frequency/283)*100*

Table 1 presents the personal and educational profiles of the 283 Bachelor of Elementary Education (BEED) graduates who participated in the tracer study. In terms of sex, the majority were female (85.51%), while 14.49% were male. Regarding civil status, most respondents were single (89.75%), indicating that the majority were unmarried at the time of the study.

In terms of year graduated, the largest proportion came from the 2022 batch (24.03%), followed by 2024 (23.67%). The respondents represented five graduation batches, providing varied perspectives on their post-graduation experiences. Regarding academic honors and awards, 53.71% received academic Latin honors, while 31.45% reported receiving no academic honors or awards. This indicates that more than half of the respondents achieved notable academic recognition during their studies.

For eligibility, 93.64% of the respondents were Licensed Professional Teachers (LPTs), while 6.36% had no teaching eligibility. This reflects a high proportion of graduates who obtained professional teaching qualifications.

In summary, the findings show that the BEED graduates were predominantly female, single, and academically accomplished, with most having obtained professional teaching eligibility. These results highlight the program's role in preparing graduates for the teaching profession and provide useful information for evaluating program outcomes and identifying areas for continued improvement.

In relation to licensure, this high LPT proportion is consistent with national evidence that BEED and BSED graduates in a sample of 2,780 beginning teachers across the Philippines had satisfactory Licensure Examination for Teachers



performance in 2017–2019 (Abao et al., 2023). However, the national study assessed examination performance rather than the licensing rate of this institution's graduates; the comparison therefore provides context, not a direct validation of the 93.64% figure.

Reasons for Pursuing a Degree in Bachelor of Elementary Education

Table 2

Reasons for Pursuing a Degree in Bachelor of Elementary Education

Reason	Frequency f	Percentage %	Rank
Strong passion for the profession	137	48.41%	1
Influence of parents or relatives	130	45.94%	2
Affordable for the family	129	45.58%	3
Inspired by a role model	122	43.11%	4
Availability of course offering in chosen institution	98	34.63%	5
Prospect of career advancement	56	19.79%	6.5
Opportunity for employment abroad	56	19.79%	6.5
Prospect for immediate employment	53	18.73%	8
Good grades in high school	52	18.37%	9
Status or prestige of the profession	47	16.61%	10
Peer Influence	46	16.25%	11
High grades in the course or subject area(s) related to the course	33	11.66%	12
Prospect of attractive compensation	29	10.25%	13
No particular choice or no better idea	28	9.89%	14

*Note: Percentage = (Frequency/283)*100*

Table 2 presents the reasons of the 283 respondents for taking the Bachelor of Elementary Education (BEED) program. The findings reveal that strong passion for the teaching profession ranked first, with 137 respondents (48.41%). This indicates that personal interest and a genuine desire to become an educator are the leading motivations for pursuing the degree. This is followed by the influence of parents or relatives, with 130 respondents (45.94%), and the affordability of the program for the family, with 129 respondents (45.58%). These results suggest that both family influence and financial considerations play important roles in students' decisions to pursue teacher education.

Being inspired by a role model ranked fourth, with 122 respondents (43.11%), indicating that the influence of teachers, family members, or other individuals may encourage students to enter the teaching profession. Meanwhile, the availability of the course in the chosen institution ranked fifth, with 98 respondents (34.63%). This suggests that accessibility and the availability of the program also contribute to students' decisions, particularly for those who prefer to study in an institution that is convenient and financially manageable.

Prospects for career advancement and opportunities for employment abroad were tied at rank 6.5, with 56 respondents (19.79%) each. These were followed by the prospect of immediate employment, cited by 53 respondents (18.73%), and good grades in high school, with 52 respondents (18.37%). The status or prestige of the profession and peer influence received lower percentages, at 16.61% and 16.25%, respectively. Furthermore, high grades in course-related subjects accounted for 11.66%, while the prospect of attractive compensation received 10.25%. The least-cited reason was having no particular choice or no better idea, reported by 28 respondents (9.89%).

Overall, the findings indicate that intrinsic motivation, family influence, and financial accessibility are the major factors influencing students to pursue the BEED program. The high ranking of passion for teaching suggests that many students enter the program because of their personal interest in and commitment to the teaching profession rather than solely for financial rewards, employment opportunities, or social prestige. These findings highlight the importance of sustaining students' enthusiasm for teaching through quality instruction, meaningful teaching experiences, professional development opportunities, and strong academic support. Furthermore, the results emphasize the need



for the institution to maintain accessible and affordable teacher education programs while preparing future elementary teachers for the demands and responsibilities of the profession.

This pattern is consistent with Li and Guo's (2024) qualitative study, which found that personal career preferences and family influences contributed to preservice teachers' decisions to enter teaching, alongside social and emotional factors. Because their participants were in a Chinese teacher-education program, the comparison is contextual; it supports the plausibility of these influences but does not show that they operate identically among the present graduates.

Major Employment Category of Graduates' First Job

Table 3

Major Employment Category of the Bachelor of Elementary Education Graduates' First Job

Major Category	Employment	Description/ Key Examples	Frequency f	Percentage %
Formal Teaching (Public and Private Schools)		Teacher I-II, Grade School Teacher, Public Elementary Teacher, Private School Teacher, Preschool/Kindergarten Teacher, Classroom Teacher, Substitute/Sub-teacher, Faculty, Teaching Faculty Staff, and Faculty/Teacher	132	46.64%
Alternative and Non-Formal Education (Tutoring/ ESL)		Private Tutors, ESL/English Tutors, Foreign English Teachers, ALS Contractual Instructors, and Volunteer Teachers	27	9.54%
Government and Public Administration		Government Internship Program (GIP) Interns, PhilSys Registration Kit Operators/Supervisors, Enumerators, Statistical Researchers, Barangay Secretaries, SK Chairpersons, and LGU Office Assistants	23	8.13%
Industry, Corporate & BPO/ General Employment Services		Call Center Agent / CSR Trainee, CSR Intern, Technical Support Representative, Administrative Staff, Receptionist, Bookkeeper, Fraud Analyst, Operations Staff, and Sales Employee	55	19.43%
No response			46	16.25%

Table 3 shows that formal teaching in public and private schools was the leading first-job category among BEED graduates, with 132 respondents (46.64%). This indicates that teaching remains the primary career pathway for graduates of the program. Meanwhile, 55 graduates (19.43%) entered corporate, BPO, and other employment services, while 27 (9.54%) pursued alternative and non-formal education.

Additionally, 23 graduates (8.13%) were employed in government and public administration, while 46 respondents (16.25%) did not provide information about their first job. These findings indicate that although teaching remains the leading employment pathway, some BEED graduates pursue careers in other sectors.

Overall, the results highlight the importance of strengthening the BEED program's teacher preparation, practical teaching experiences, and professional competencies to support graduates' transition into the teaching profession and other employment opportunities.

Similarly, Cacho et al. (2022), in a tracer study of teacher-education graduates, examined job-seeking experiences, employability, skills, and program relevance. Their work provides a relevant comparison for the present study's mix



of education and noneducation destinations and supports discussing graduate employment as a transition shaped by both program preparation and job-market fit. The two samples are different teacher-education programs, so their employment patterns should not be treated as interchangeable.

Transition and First Job Experience Profile of Graduates

Table 4

Transition and First Job Experience Profile of the Bachelor of Elementary Education Graduates

Profile Characteristic	Frequency f	Percentage %
Relevance of Curriculum in First Job		
The college curriculum was relevant to the first job.	186	65.72%
The college curriculum was irrelevant to the first job.	82	28.98%
No response	15	5.30%
Mode of Finding their First Job		
Arranged by school's job placement officer	5	1.77%
As walk-in applicant	31	10.95%
Family business	5	1.77%
Information from friends	12	4.24%
Job Fair/ Public Employment Service Office	3	1.06%
Recommended by someone	59	20.85%
Response to an advertisement	7	2.47%
No response	161	56.89%
Length of Time Spent in Finding a Job after Graduation		
Less than a month	39	13.78%
1 to 6 months	30	10.60%
7 to 11 months	9	3.18%
1 year to less than 2 years	31	10.95%
2 years to less than 3 years	5	1.77%
3 years to less than 4 years	8	2.83%
No response	161	56.89%
Initial Gross Monthly Earning in the First Job		
Below ₱5,000.00	51	18.02%
₱5,000.00 to less than ₱10,000.00	105	37.10%
₱10,000.00 to less than ₱15,000.00	54	19.08%
₱15,000.00 to less than ₱20,000.00	21	7.42%
₱20,000.00 to less than ₱25,000.00	21	7.42%
₱25,000.00 and above	15	5.30%
No response	16	5.65%
Length of Time Spent Staying in the First Job		
Less than a month	9	3.18%
1 to 6 months	46	16.25%
7 to 11 months	17	6.01%
1 year to less than 2 years	30	10.60%
2 years to less than 3 years	13	4.59%
3 years to less than 4 years	24	8.48%
More than 5 years	6	2.12%
No response	138	48.76%

*Note: Percentage = (Frequency/283)*100*



Table 4 shows that 186 graduates (65.72%) considered their college curriculum relevant to their first job, while 82 (28.98%) perceived it as irrelevant. Regarding job acquisition, 59 graduates (20.85%) obtained employment through recommendations, while 31 (10.95%) applied as walk-in applicants. In terms of job search duration, 39 graduates (13.78%) found employment in less than a month, while 30 (10.60%) secured their first job within one to six months. However, a considerable number did not respond to questions about their job-search methods and duration.

In terms of initial gross monthly earnings, the largest group, comprising 105 graduates (37.10%), earned between ₱5,000 and less than ₱10,000. Meanwhile, 54 (19.08%) earned between ₱10,000 and less than ₱15,000. Regarding job tenure, 46 graduates (16.25%) stayed in their first job for one to six months, while 30 (10.60%) remained for one to less than two years. Notably, 138 respondents (48.76%) did not provide information about their length of stay in their first job.

Overall, the findings suggest that most responding graduates perceived their college curriculum as relevant to their initial employment. However, the reported earnings and job tenure indicate varying employment experiences among graduates. These results highlight the importance of strengthening curriculum alignment with workplace demands, improving career guidance and job placement support, and monitoring graduates' employment outcomes to enhance the BEED program.

The reported curriculum relevance aligns with Sarsale et al. (2024), whose Philippine graduate-tracer study identified curricular relevance, personal and professional growth, and employment opportunity as connected dimensions of program outcomes. Cacho et al. (2022) likewise examined program relevance and career mismatch among teacher-education graduates. These studies support interpreting the 65.72% as evidence of perceived alignment in this sample, while the nonresponse and the difference in programs and qualification levels limit direct comparisons of salary or job-search duration.

Current Employment Profile of the Bachelor of Education Graduates

Table 5

Current Employment Profile of the Bachelor of Elementary Education Graduates

Profile Characteristic	Frequency f	Percentage %
Present Employment Status		
Employed	246	86.93%
Unemployed	37	13.07%
Nature of Present Employment		
Regular or Permanent	128	45.23%
Temporary	16	5.65%
Casual	3	1.06%
Contractual	96	33.92%
Self-Employed	3	1.06%
Not Applicable	37	13.07%
Present Company's Major Line of Business		
Education	180	63.60%
Other Community, Social and Personal Service Activities	28	9.89%
Health and Social Work	10	3.53%
Real Estate, Renting and Business Activities	8	2.83%
Wholesale and Retail Trade, repair of motor vehicles, motorcycles and personal and household goods	4	1.41%
Transport Storage and Communication	4	1.41%



Public Administration and Defense; Compulsory Social Security	4	1.41%
Private households with Employed Persons	4	1.41%
Manufacturing	3	1.06%
Electricity, Gas and Water Supply	1	0.35%
Not Applicable – (Unemployed)	37	13.07%
Place of Work		
Local	241	85.16%
Abroad	5	1.77%
Not Applicable – (Unemployed)	37	13.07%

Note: Percentage = (Frequency/283)*100

Table 5 presents the current employment profile of the 283 Bachelor of Elementary Education (BEED) graduates. The findings show that 246 respondents (86.93%) were employed, while 37 (13.07%) were unemployed, indicating that most graduates had obtained employment at the time of the study.

Regarding the nature of employment, 128 respondents (45.23%) held regular or permanent positions, while 96 (33.92%) were employed on a contractual basis. Meanwhile, 16 (5.65%) had temporary employment, and three (1.06%) each were casual workers and self-employed. These findings indicate that although many graduates were employed, a considerable proportion remained in contractual positions.

In terms of the company's major line of business, the majority of respondents, or 180 (63.60%), were employed in the education sector. Other graduates worked in community and personal services (9.89%), health and social work (3.53%), and other industries with smaller percentages. This suggests that the BEED program generally prepares graduates for employment aligned with their field of specialization, although some pursue careers in other sectors.

Regarding the place of work, most respondents (85.16%) were employed locally, while five (1.77%) worked abroad. Meanwhile, 37 (13.07%) were unemployed. This indicates that local employment remains the primary destination for BEED graduates.

Overall, the findings suggest that the BEED program has contributed to graduates' employability, particularly in the education sector. However, the proportion of contractual workers and unemployed graduates highlights the need to strengthen career guidance, job placement assistance, licensure examination preparation, and partnerships with schools and other employers to improve graduates' access to stable and sustainable employment.

This employment profile is broadly consistent with Cacho et al. (2022), who investigated employability among graduates of a teacher-education program, and with Sarsale et al. (2024), who found that program delivery and graduate development were relevant to employment outcomes in a Philippine university tracer study. These comparisons lend context to the high employment share, but neither study establishes that the same institutional or labor-market factors caused the present result.

Major Employment Category of the Graduates' Present Occupation

Table 6

Major Employment Category of the Bachelor of Elementary Education Graduates' Present Occupation

Major Employment Category	Description/ Key Examples	Frequency f	Percentage %
Formal Teaching (Public and Private Schools)	Grade School Teacher, Elementary Teacher, Kindergarten/Preschool Teacher, Grade 6 Teacher, Regular Teacher-1, Public/Private School Teacher, College/University Instructor, Teacher III / School Head Designate, Multigrade Teacher, Teacher Aide	140	49.47%



Industry, Corporate & BPO / General Employment Services	Call Center Agent, CSR, BPO Team Leader, Administrative Support Staff, Office Clerk, Account Manager, HR Staff, Operations Staff, Project Coordinator (NGO), Virtual Assistant, Cashier, Travel Agent, Self-employed, Private Company Staff	56	19.79%
Unemployed	Unemployed respondents	37	13.07%
Alternative and Non-Formal Education (Tutoring / ESL)	Tutor, Private Tutor, ALS Teacher, ESL Teacher, ARAL Tutor, Remedial Reading Teacher, Child Development Worker, Online Teacher	27	9.54%
Government and Public Administration	LGU Staff, Administrative Aide IV, School Registrar, Mayor's Office Staff, CWDO, MHO Staff, GIP Intern, COS/Job Order, Social Work Intern, Policewoman, Military	23	8.13%

Note: Percentage = (Frequency/283)*100

Table 6 presents the major employment categories of the 283 BEED graduates based on their present occupations. The findings reveal that formal teaching in public and private schools ranked first, with 140 respondents (49.47%) employed as teachers, instructors, and other teaching personnel. This indicates that the BEED program prepares graduates for careers directly related to their field of specialization.

Meanwhile, 56 respondents (19.79%) worked in industry, corporate, BPO, and general employment services, while 27 (9.54%) were engaged in alternative and non-formal education, such as tutoring, ESL instruction, and ALS teaching. Additionally, 23 respondents (8.13%) worked in government and public administration. However, 37 respondents (13.07%) were unemployed at the time of the study.

These findings imply that the BEED program provides graduates with opportunities to pursue careers in both teaching and non-teaching sectors. However, the fact that less than half of the respondents were employed in formal teaching suggests opportunities to strengthen the alignment between the program's preparation and graduates' career pathways. The proportion of unemployed graduates also highlights the need for improved career guidance, licensure examination support, job placement assistance, and partnerships with public and private schools.

The results further imply that the BEED curriculum should continue developing transferable competencies, such as communication, digital literacy, leadership, and administrative skills, which are valuable in various employment sectors. The program may also use these findings to enhance its curriculum, strengthen industry partnerships, and establish follow-up mechanisms to monitor graduates' employment outcomes and ensure that the program remains responsive to labor market demands.

The occupational spread is consistent with tracer research that considers employment beyond a single occupation or sector. Cacho et al. (2022) explicitly examined career mismatch, skills, and employability among education graduates, while Sarsale et al. (2024) linked graduate outcomes with program relevance and employment opportunity. Together, these studies support discussing both teaching and nonteaching work as part of graduates' career pathways; they do not imply that every nonteaching position represents an unwanted mismatch.

Career Progression and Advancement of BEED Graduates

Table 7

Career Progression and Advancement of the Bachelor of Elementary Education Graduates

Profile Characteristic	Frequency f	Percentage %
Promotion received in the first employment after graduation		
Yes	75	26.50%



No	193	68.20%
No response	15	5.30%
Frequency of Promotions Received		
1	216	76.33%
2	21	7.42%
3	5	1.77%
More than 3	4	1.41%
Length of time before receiving the first promotion		
Less than 1 year	166	58.66%
1 – 2 years	41	14.49%
3 – 5 years	10	3.53%
More than 5 years	29	10.25%
Type of career advancement experienced		
Promotion to a higher position	56	19.79%
Increase in salary	134	47.35%
Permanent employment status	89	31.45%
Recognition/awards	65	22.97%
Expanded responsibilities	112	39.58%
Supervisory/managerial role	31	10.95%
None	62	21.91%
The graduate's current career level compared to their first job		
Same Level	69	24.38%
Slightly Advanced	87	30.74%
Moderately Advanced	67	23.67%
Significantly Advanced	35	12.37%
No response	25	8.83%

Note: Percentage = (Frequency/283)*100

Table 7 presents the career progression and advancement of the 283 Bachelor of Elementary Education (BEED) graduates. Regarding promotion in their first employment after graduation, 75 respondents (26.50%) reported receiving a promotion, while 193 (68.20%) had not received one. This suggests that career advancement may take time and depend on factors such as work experience, qualifications, and available opportunities.

In terms of the frequency of promotions, 216 respondents (76.33%) reported one promotion, 21 (7.42%) received two promotions, five (1.77%) received three, and four (1.41%) received more than three promotions. Regarding the length of time before the first promotion, 166 respondents (58.66%) reported receiving it in less than one year, while 41 (14.49%) received it within one to two years. These findings suggest that some graduates experienced relatively early career advancement, although opportunities may vary depending on their employment conditions and career paths.

As to the types of career advancement experienced, salary increase ranked highest, with 134 respondents (47.35%), followed by expanded responsibilities (39.58%), permanent employment status (31.45%), and recognition or awards (22.97%). Meanwhile, 56 respondents (19.79%) experienced promotion to a higher position, while 62 (21.91%) reported no career advancement. These results indicate that career progression is not limited to promotion but may also involve improved compensation, greater responsibilities, employment stability, and professional recognition.

Regarding current career level compared with their first job, 87 respondents (30.74%) reported being slightly advanced, while 67 (23.67%) were moderately advanced and 35 (12.37%) were significantly advanced. However, 69 respondents (24.38%) remained at the same level, while 25 (8.83%) did not respond. This suggests that many graduates have experienced professional growth, although others may require more time and opportunities to advance.



Overall, the findings imply that the BEED program should continue strengthening graduates' professional competencies, leadership skills, and readiness for career advancement. The results also highlight the importance of continuing professional development, graduate studies, licensure support, and relevant training to improve graduates' qualifications for higher positions. Furthermore, the program may use these findings to strengthen alumni monitoring and establish partnerships with schools and other employers to support graduates' long-term career growth and professional development.

This pattern is supported by Rico-Villanueva et al. (2025), who reported that academic honors, licensure, and further education were associated with permanent employment and career advancement among Latin-honor graduates in a Philippine state university. The finding is particularly relevant because more than half of the present respondents had Latin honors and most were licensed. The earlier study examined a different university and population, so it offers a parallel rather than proof that these credentials caused advancement in the present sample.

Milestones in Career Progression Since Graduation

Table 8

Thematic Analysis of Major Milestones in Career Progression Since Graduation

Theme	Category / Sub-theme	Core Meaning / Focus	Representative Sample Responses / Key Indicators
Theme 1: Vertical Promotion & Leadership	Rank Advancement & Administrative Designation	Promotion to higher position levels, rank elevation, and assignment to administrative or supervisory roles within the organization.	Promotion from entry-level to permanent status; step-up promotions (e.g., Teacher I to Teacher II/III, staff to supervisor/manager); designation as School Head / Department Coordinator.
Theme 2: Licensure & Professional Credentials	Board Examination & State Eligibility	Attainment of official state licenses, passing government board examinations, and securing professional eligibility.	Passing the Licensure Examination for Professional Teachers (LEPT); acquiring Civil Service Eligibility (Professional/Sub-professional); obtaining national competency certificates.
Theme 3: Academic Progression & Advanced Studies	Post-Graduate Education & Continuous Learning	Enrollment, unit completion, or graduation in post-graduate degree programs and specialized academic training.	Completion of Master's units / Master of Arts in Education (MAEd); passing thesis defense; enrolling in doctoral studies or specialized post-graduate training.
Theme 4: Career Sector Transition & Employment Tenure	Public Sector Transfer & Job Regularization	Strategic transition between employment sectors, achieving tenured/regular status, or securing international/remote employment.	Transitioning from private school/corporate sector to DepEd/LGU permanent position; securing job regularization; shifting to international/remote service.
Theme 5: Entrepreneurship & Financial Independence	Business Ventures & Personal Milestones	Establishing independent business ventures, achieving financial stability, and earning institutional performance awards.	Operating a personal/family business; achieving financial self-sufficiency; receiving workplace performance awards and commendations.

Note. Derived from qualitative thematic analysis of graduate tracer survey responses regarding career progression milestones.



Table 8 presents five major themes describing the career progression of BEED graduates: Vertical Promotion and Leadership, Licensure and Professional Credentials, Academic Progression and Advanced Studies, Career Sector Transition and Employment Tenure, and Entrepreneurship and Financial Independence.

The findings show that graduates achieve career growth through promotions, professional licensure, postgraduate studies, permanent employment, and business ventures. These milestones highlight that career success involves not only higher positions but also continuous learning, job security, and financial stability.

These findings imply that the BEED program should strengthen licensure preparation, leadership development, career guidance, and opportunities for further studies. Establishing stronger alumni and employer partnerships may also help graduates achieve sustainable career growth and professional advancement.

These themes are consistent with Rico-Villanueva et al. (2025), whose results connect further education and licensure with employment stability and career progression. They also align with Abao et al. (2023), who frame teacher licensure as a professional qualification relevant to entry into practice. Taken together, the studies support interpreting respondents' accounts as multiple routes toward career development, while the present themes should remain grounded in participants' own descriptions.

Reasons for being Unemployed

Table 9

Reasons for being Unemployed

Reason	Frequency f	Percentage %	Rank
Decided not to Find a Job	17	45.95%	1
Family Concerns	16	43.24%	2
Lack of Work Experience	10	27.03%	3
No Job Opportunity	9	24.32%	4
Advanced or further study	4	10.81%	5
	2	5.41%	6.5
	2	5.41%	6.5

*Note: Percentage = (Frequency/37)*100; The number of unemployed is 37.*

Table 9 presents the reasons for unemployment among the 37 BEED graduates who were not employed at the time of the study. The leading reason was the decision not to seek employment, reported by 17 respondents (45.95%), followed by family concerns, with 16 (43.24%). Meanwhile, 10 respondents (27.03%) cited lack of work experience, while nine (24.32%) reported a lack of job opportunities. Other reasons included pursuing further studies (10.81%), health-related concerns (5.41%), and preparing for examinations (5.41%).

These findings suggest that unemployment among graduates is influenced by personal and family circumstances, as well as employment-related challenges. The implications highlight the need for the BEED program to strengthen career guidance, provide practical teaching experiences, and establish partnerships with potential employers to improve graduates' work readiness and access to employment. Flexible career support may also help graduates balance family responsibilities, further studies, and professional goals.

Cacho et al. (2022) provide relevant context through their analysis of graduates' job-seeking experiences and employability challenges. Their work supports treating transition into work as a process shaped by individual and labor-market conditions. At the same time, the present data identify family circumstances and a decision not to seek work as prominent reasons; these are specific to this sample and should not be collapsed into "unemployment" caused solely by a lack of jobs or inadequate preparation.

Competencies Learned in College That Are Very Useful in the First Job

Table 10



Competencies learned in college that are very useful in the first job

Competency	Frequency f	Percentage %	Rank
Communication skills	177	62.54%	1
Problem-solving skills	146	51.59%	2
Critical Thinking skills	145	51.24%	3
Human Relations skills	113	39.93%	4
Information Technology skills	103	36.4%	5
Entrepreneurial skills	25	8.83%	6

*Note: Percentage = (Frequency/283)*100*

Table 10 presents the competencies learned in college that BEED graduates found most useful in their first jobs. Communication skills ranked first, reported by 177 respondents (62.54%), followed by problem-solving skills (51.59%) and critical thinking skills (51.24%). Human relations skills ranked fourth (39.93%), followed by information technology skills (36.40%). Entrepreneurial skills ranked last, with 25 respondents (8.83%).

The findings indicate that communication, problem-solving, and critical thinking are essential competencies for graduates as they transition into the workplace. These skills support effective teaching, decision-making, collaboration, and classroom management. The results also emphasize the importance of human relations and information technology skills in addressing the demands of modern education.

The implications suggest that the BEED program should continue strengthening these competencies through teaching demonstrations, collaborative activities, problem-based learning, and technology-integrated instruction. Greater emphasis on entrepreneurial skills may also help graduates explore alternative career opportunities and develop skills for independent or community-based educational initiatives.

The ranking is consistent with Sarsale et al. (2024), whose tracer study identified communication, problem-solving, critical thinking, and information-technology skills among dimensions of graduates' personal and professional development. Cacho et al. (2022) also considered skills in relation to employability and industry needs. This convergence supports the relevance of these competencies to graduate work, though graduates' self-reports describe perceived development rather than independently tested proficiency.

Graduate Suggestions for Curriculum Improvement

Table 11

Thematic Analysis of Graduate Suggestions for Curriculum Improvement

Theme	Sub-theme / Category	Core Focus / Meaning	Representative Sample Responses / Indicators
Theme 1: Experiential Learning & Hands-On Training	Practical Pedagogy & Classroom Management	Strengthening practical skills, hands-on activities, active learning techniques, and real-time classroom management experience for students.	"More hands-on training for education students"; "Provide More Hands-On Activities, Enhance classroom..."; "Provide more hands-on training in managing..."; "I suggest to focus on relevance, active learning..."
Theme 2: ICT Integration Educational Technology	Digital Literacy & Tech Tools	Expanding computer literacy courses, integrating interactive educational technologies, and preparing graduates for digital learning environments.	"Teach and Enhance Computer Literacy more"; "Incorporate Educational Technology: Use interactive..."; "ICT course is very important"; "More on Computer Literacy because we are evolving..."



Theme 3: Curriculum Relevance & Career Alignment	Real-World Application & Career Exposure	Aligning academic learning goals with real-world industry demands, updating instructional materials, expanding career pathway exposure, and teaching essential life skills.	"Align learning goals to reality, that could help..."; "Update learning materials to align with the new..."; "Exposure to various career paths that graduates..."; "Maybe integrate life skills related to the experience"
Theme 4: Professional Development & Specialized Seminars	Workshops, Communication & Ethics	Providing supplementary seminars, practical workshops, complex communication training, and fostering workplace professionalism.	"Seminars and Workshops"; "More training"; "Complex communication and handling"; "Maintain Professionalism"
Theme 5: Infrastructure & Instructional Resources	Learning Space & Resource Provision	Ensuring adequate classroom physical facilities, updating learning materials, and providing sufficient academic resources.	"Sufficient resources and classrooms"; "Update learning materials to align with the new..."
Theme 6: General Satisfaction / No Suggestions	Non-Actionable Feedback	Responses indicating contentment with the current curriculum or providing no additional recommendations.	"None"; "N/A"; "NONE"; "I have no additional suggestions regarding the curriculum"; "I don't have nothing to say. Because I learn a lot"

Note. Derived from qualitative thematic analysis of graduate responses to open-ended curriculum improvement suggestions.

Table 11 presents the thematic analysis of graduates' suggestions for improving the BEED curriculum. Six themes emerged: experiential learning and hands-on training, ICT integration and educational technology, curriculum relevance and career alignment, professional development and specialized seminars, infrastructure and instructional resources, and general satisfaction or no additional suggestions.

The findings emphasize the need for more practical teaching experiences, stronger digital literacy, updated learning materials, and activities that reflect actual classroom and workplace demands. Graduates also highlighted the importance of seminars, workshops, adequate facilities, and sufficient instructional resources. Meanwhile, some respondents expressed satisfaction with the existing curriculum.

These findings imply that the BEED program should continuously evaluate and enhance its curriculum to address graduates' needs and the changing demands of the teaching profession. Prioritizing hands-on training, educational technology, relevant professional development, and adequate learning resources may strengthen graduates' competencies, improve their readiness for employment, and promote continuous program improvement.

These recommendations are supported by teacher-education research. Wang et al. (2023) found that structured online preparation could improve preservice teachers' depth of reflection, reinforcing the value of deliberate practice and practicum preparation. Heine et al. (2024) found that technological, technological-pedagogical, and general pedagogical knowledge are distinct and highlighted the need to update teacher-education curricula for digitalization. Together, these findings support the graduates' calls for practice-based learning and purposeful ICT integration.

Reasons for Recommending ISAT U Miagao Campus

Table 12

Thematic Analysis of Reasons for Recommending ISAT U Miagao Campus to Prospective Students

Theme	Sub-theme / Category	Core Focus / Meaning	Representative Sample Responses / Indicators
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Theme 1: Quality Education & Academic Excellence	Academic Standards & Board Exam Track Record	Delivering high instructional standards, producing competent and job-ready graduates, and maintaining high passing rates/topnotchers in licensure examinations.	"It produces competent graduates and has high quality of education."; "ISAT U Miagao Campus produces board topnotchers and high passing rates in licensure exams." "Provides strong academic background and quality education."
Theme 2: Affordability & Accessibility of Education	Financial Feasibility & Geographic Convenience	Offering free or low-cost tuition, minimal educational costs, and providing a strategically accessible campus for local students in Western Visayas.	"I will recommend ISAT U Miagao Campus because it provides quality education, is accessible, and affordable."; "Provides free quality education with affordable fees. "Accessible location for local students."
Theme 3: Dedicated & Supportive Faculty	Instructional Competence & Student Mentorship	Having highly qualified, approachable, and dedicated professors and teachers who provide guidance, mentorship, and support throughout the learning process.	"It has dedicated instructors and supportive faculty." Approachable professors and quality teaching staff. Competent teachers who guide students well.
Theme 4: Conducive Environment & Modern Facilities	Learning Atmosphere & Infrastructure	Fostering a safe, peaceful, friendly, and supportive campus environment paired with adequate learning facilities and laboratories for holistic student development.	"Provides holistic development, good facilities, and a conducive learning environment."; "Safe, peaceful campus atmosphere." Friendly community and modern learning facilities."
Theme 5: Graduate Success & Institutional Reputation	Employability & Alumni Track Record	Demonstrated career success of alumni in teaching and corporate industries, reflecting strong institutional credibility and regional reputation.	"Produces successful graduates who get hired easily."; "Trusted state university in the region."; "Equips students with skills needed for employment."
Theme 6: Non-Substantive / General Affirmation	Data Cleaning / Neutral Responses	Standard research classification for brief affirmative or incomplete responses in open-ended survey fields.	"Yes"; "Recommended"; "N/A"; "None"

Note. Derived from qualitative thematic analysis of graduate tracer survey responses regarding institutional recommendation.

Table 12 presents the reasons graduates recommend ISAT U Miagao Campus to prospective students. Six themes emerged: quality education and academic excellence, affordability and accessibility, dedicated and supportive faculty, a conducive learning environment and modern facilities, graduate success and institutional reputation, and general affirmation. These findings indicate that graduates value the university's academic quality, affordable education, competent faculty, supportive campus environment, and graduates' employment opportunities.

The findings imply that ISAT U Miagao Campus should sustain its academic standards, accessible and affordable education, faculty development, and quality learning facilities. Promoting graduate achievements and maintaining strong industry and community partnerships may further strengthen the university's reputation and encourage prospective students to enroll.

This assessment is consistent with Sarsale et al. (2024), whose tracer study found that effective program delivery contributed to graduates' personal and professional growth and that curricular relevance was a key employment-related dimension. Cacho et al. (2022) likewise examined how teacher-education program relevance relates to graduate



employability. These comparisons support discussing institutional experience and program relevance as perceived strengths; the current survey records graduates' views and does not by itself establish that these factors caused employment or licensure outcomes.

Conclusion

Based on the findings of the study, it is concluded that the Bachelor of Elementary Education (BEEd) program of Iloilo Science and Technology University (ISAT U) Miagao Campus has provided graduates with academic preparation, professional qualifications, and competencies relevant to employment and career development. The predominance of licensed professional teachers and academically accomplished graduates reflects favorable educational outcomes, while passion for teaching, family influence, and financial accessibility emerged as important considerations in pursuing the degree.

The employment outcomes indicate that the majority of BEEd graduates have successfully entered the workforce, with most employed in the education sector, particularly in formal teaching positions. However, the presence of graduates in non-teaching occupations, contractual employment, and unemployment suggests that career pathways vary and that employment stability remains an important concern. Although most graduates considered their college curriculum relevant to their first employment, differences in job placement experiences, initial earnings, and employment duration highlight the continuing need to strengthen the connection between academic preparation and workplace demands.

In terms of career progression, the findings reveal that graduates have experienced professional growth through salary increases, expanded responsibilities, permanent employment, promotions, professional licensure, and postgraduate education. Nevertheless, some graduates have remained at the same career level or have experienced limited advancement, indicating that professional development and career growth opportunities differ among graduates. Furthermore, unemployment was associated with personal decisions, family responsibilities, limited work experience, and insufficient job opportunities, demonstrating that graduates' employment outcomes are influenced by both individual circumstances and labor-market conditions.

The study further concludes that communication, problem-solving, and critical thinking skills are among the most valuable competencies acquired during college and applied in graduates' first employment. Graduates' suggestions emphasize the importance of strengthening hands-on teaching experiences, classroom management, educational technology integration, professional development activities, and instructional resources to enhance curriculum relevance and workplace readiness. Their positive perceptions of the institution's educational quality, affordability, supportive faculty, learning environment, and graduate achievements also reflect favorable assessments of ISAT U Miagao Campus.

Overall, the findings indicate that the BEEd program provides a relevant foundation for graduates' employment and professional development, while identifying opportunities for improvement in practical teaching preparation, digital competencies, career guidance, employment stability, and professional advancement. Continuous curriculum evaluation, stronger partnerships with public and private employers, and sustained graduate monitoring may further enhance the program's responsiveness to evolving educational and labor-market demands.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

Bachelor of Elementary Education (BEEd) Students. BEEd students may continuously enhance their communication, critical thinking, problem-solving, digital literacy, and classroom management skills through active participation in practical teaching experiences, professional development activities, and licensure examination preparation to strengthen their employability and career advancement opportunities.



BEEd Faculty Members. BEEd faculty members may strengthen experiential learning, integrate educational technology into instruction, and provide relevant seminars, workshops, and classroom-based activities to equip students with the practical competencies needed to meet the evolving demands of the teaching profession.

ISATU MC Department Heads and Key Officials. ISATU Miagao Campus department heads and key officials may continuously review and enhance the BEEd curriculum, improve instructional facilities and learning resources, and strengthen partnerships with educational institutions and potential employers to promote graduate employability, employment stability, and professional growth.

Public and Private Employers. Public and private employers may establish stronger partnerships with ISATU Miagao Campus by providing employment opportunities, mentorship programs, and professional development initiatives that support BEEd graduates in securing stable employment and achieving career advancement.

Commission on Higher Education (CHED). The Commission on Higher Education may strengthen teacher education policies and curriculum standards by promoting experiential learning, educational technology integration, faculty development, and graduate employability initiatives to ensure that BEEd programs remain responsive to the changing demands of the education sector and labor market.

Future Researchers. Future researchers may conduct further tracer studies involving larger populations and additional graduation batches to examine the long-term employability, career progression, employment stability, and professional development of BEEd graduates, as well as explore other factors influencing their career opportunities and workplace experiences.

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