

A Tracer Study on the Bachelor of Elementary Education Graduates of Polytechnic University of the Philippines – Cabiao Campus Batch 2024 and 2025

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Abstract—This investigation evaluated the employability, professional competencies, and internship experiences of the Bachelor of Elementary Education (BEED) graduates of the Polytechnic University of the Philippines – Cabiao Campus for the academic years 2024–2025. The study objectives were to obtain the demographic characteristics of the graduates and the employment profile, how the graduates have matched their jobs with their degrees, their practical abilities and skills learned from the institution, and their practicum and internship experience's effect. A descriptive quantitative research design was used in the study. Respondents were 170 BEED graduates of 2024 and 2025 who were identified through total enumeration and purposive sampling strategies. A researcher-made questionnaire was used as the main data instrument and was shared online using Google Forms, email, Messenger, and other social media platforms. Frequency, percentage, and weighted mean were used to analyze the observations made in the data. The findings showed that a high proportion of graduates were employed in the local area; however, many were working in fields not directly related to their degree. The findings also showed that the respondents strongly agreed that the BEED program effectively strengthened their communication skills, critical thinking, teaching competencies, leadership skills, and ICT skills that pertain to professional practice. Moreover, the graduates self-reported very high ratings regarding practicum and internship experiences, which showed that they ready them for managing a classroom, teaching in-person, and carrying out teaching duties in real life. This research can guide curricula improvement, support programs, and a continuous improvement process of the BEED program to strengthen graduate employability and professional readiness.

Index Terms—Bachelor of Elementary Education, Tracer Study, Graduate Employability, Practicum and Internship Experiences, Polytechnic University of the Philippines – Cabiao Campus.

1. The Problem and its Setting

A. Introduction

Higher education institutions are responsible for maintaining the relevance, responsiveness, and alignment of academic programs with labor market demands. In teacher education, this

obligation is especially crucial, as the quality of preparation directly impacts the efficacy of foundational education. A prevalent method for assessing program relevance and graduate outcomes is the tracer study, which systematically investigates graduates' employment status, career advancement, and the alignment between academic training and workplace requirements (Schomburg, 2016). Tracer studies have become widely employed as quality assurance instruments in higher education institutions to evaluate curriculum efficacy and institutional performance.

Recent tracer studies in teacher education programs have indicated favorable employment outcomes, demonstrating that numerous education graduates obtain teaching-related occupations immediately after graduation (Abana et al., 2021; Enriquez et al., 2024). The data indicate that teacher education courses enhance graduate employability and professional preparedness. Nevertheless, additional research has revealed discrepancies between academic training and real-world job requirements, especially concerning technology integration, classroom management in diverse environments, and adaptability to changing educational policies (Pacleb-Ulanday, 2021; Sarsale, Garcia, & Uy, 2024). These divergent results underscore the necessity for institution-specific tracer studies to produce localized and evidence-based evaluations of program efficacy.

In the Philippine context, national tracer studies have highlighted the importance of analyzing the connection between higher education and job outcomes to enhance curriculum design and policy execution (Tutor, Orbeta, & Mirafior, 2021). Despite these extensive inquiries, there persists a want for targeted tracer studies at the program level, especially for the Bachelor of Elementary Education (BEED), to ascertain whether graduates are well equipped for the requirements of the teaching profession.

Thus, this study examined the employment outcomes and professional developments of Bachelor of Elementary Education graduates to determine the extent to which program

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achieved its intended objectives and aligned with labor market requirements. By addressing this problem, the study aimed to provide empirical evidence that may support curriculum enhancement and continuous quality improvement in teacher education.

B. Theoretical Framework

This study is based on the Human Capital Theory, which links education, skills, and employment. Gary S. Becker, an economist, developed Human Capital Theory, which holds that investing in education, training, and skill development increases an individual's productive capacity and potential for better jobs and higher wages. Becker views education as a capital investment providing long-term economic and professional advantages.

Human Capital Theory further emphasizes that education and training enhance an individual's productivity and career opportunities by providing valuable knowledge, skills, and competencies. An individual's advanced and relevant education increases their likelihood of securing employment in their field, earning a higher income, and advancing their career.

This study considers the Bachelor of Elementary Education (BEED) program at the Polytechnic University of the Philippines as an investment in human capital for graduates. The professional attitudes, competencies, pedagogical skills, and information acquired by Bachelor of Elementary Education (BEED) graduates through coursework, practicum, and other educational experiences enhance their employability and performance. This idea suggests that educational investments need to be evaluated based on work status, job relevance, earnings, and career advancement.

This tracer study utilizes Human Capital Theory to analyze the impact of academic education on the professional outcomes of BEED graduates. The study investigates the extent to which the BEED program enhances graduate's human capital for professional achievement and teaching efficacy by analyzing job outcomes and associated variables.

C. Conceptual Framework

Figure 1 shows the conceptual paradigm of the study, which presents the variables examined in the tracer study of the Bachelor of Elementary Education (BEED) graduates of Polytechnic University of the Philippines – Cabiao Campus. The framework considers the graduates' demographic profile, employment profile, skills and competencies developed during their academic preparation, and practicum and internship experiences as important factors in examining their post-graduation outcomes. These variables provide a basis for understanding the graduates' employment situation, career experiences, and how knowledge and skills gained from BEED program are applied in their professional lives.

The study gathers information from BEED graduates through a validated questionnaire that focuses on their personal background, employment status, workplace experiences, skills applied in their current jobs, and perceptions of their academic and practical training. The data collected are then organized, analyzed, and interpreted using appropriate statistical tools such

a frequency, percentage, and weighted mean to determine the graduates' employment outcomes and professional experiences.

The findings of the study will serve as a basis for developing recommendations that may help enhance graduate employability and strengthen the effectiveness of the BEED program. These recommendations may support continuous curriculum improvement and provide insights for improving the preparation of future graduates for professional practice.

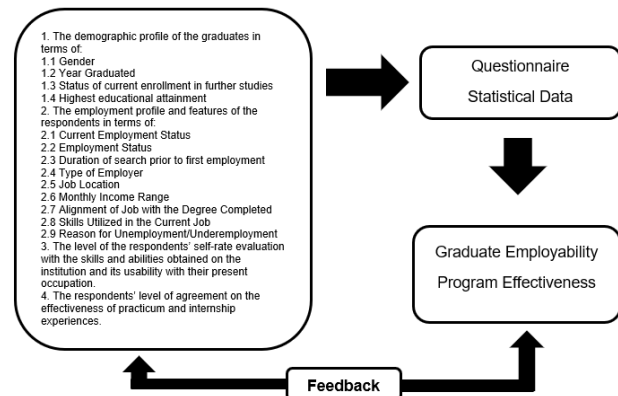


Fig. 1. Conceptual paradigm of the study

D. Statement of the Problem

This study aims to conduct a tracer study on the Bachelor of Elementary Education (BEED) graduates of the Polytechnic University of the Philippines – Cabiao Campus.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 1. Gender;
 2. Year Graduated;
 3. Status of Current Enrollment in Further Studies; and
 4. Highest Educational Attainment
2. What is the employment profile and features of the respondents in terms of:
 1. Current Employment Status;
 2. Employment Status;
 3. Duration of Search Prior to First Employment;
 4. Type of Employer;
 5. Job Location;
 6. Monthly Income Range;
 7. Alignment of Job with the Degree Completed; and
 8. Skills Utilized in the Current Job
 9. Reason for Unemployment/Underemployment
3. What is the level of the respondents' self-rate evaluation with the skills and abilities obtained on the institution and its usability with their present occupation?
4. What is the respondents' level of agreement on the effectiveness of practicum and internship experiences?

E. Scope and Limitations of the Study

The researchers conduct this study entitled "A Tracer Study

on the Bachelor in Elementary Education Graduates of Polytechnic University of the Philippines – Cabiao Campus A.Y. 2024-2025". This study is limited to examining the employment outcomes, career progressions, and professional readiness of Bachelor in Elementary Education (BEED) graduates, with particular emphasis on employment status, the relevance of current positions to the BEED degree, skills and competencies developed during the program, and career advancement, including further education and promotions. The following classifications were chosen since they highlight the main characteristics of the Bachelor of

Elementary Education (BEED) program's efficacy in equipping graduates for the workforce and professional life.

The study is limited to graduates of the Bachelor of Elementary Education program from the 2024-2025 batch. This group was selected due to their recent completion of the program, making them ideally suited to offer relevant and precise input regarding their educational preparation and initial professional experiences.

F. Significance of the Study

This study seeks to provide significant insights into the career progressions, job conditions, and professional readiness of Bachelor in Elementary Education (BEED) graduates at Polytechnic University of the Philippines Cabiao Campus. The results of this tracer study hold considerable importance for multiple areas as stated below:

For graduates, this study will assist BEED alumni in contemplating their career paths and professional growths. It will furnish them with insight into how their schooling has prepared them for the workforce and pinpoint areas where additional skills or training may be required.

For students, this study will provide Prospective and present students can gain insight into the employability patterns of BEED graduates through the study. This information can inform their career planning, academic decisions, and expectations for the teaching profession.

For the University (PUP Cabiao), this study will ensure the results will provide input for the university to assess the efficacy of its BEED program. This will assist the university in evaluating the curriculum's effectiveness in preparing graduates for employment, identifying gaps in academic preparation, and refining programs to improve student results.

For researchers and academicians, this study will enhance the existing body of knowledge in educational research by examining graduates' outcomes and evaluating the correspondence between educational programs and labor market requirements. It will also serve as a reference for future studies on related topics.

G. Definitions of Terms

For clarity and better understanding, the following terms are defined as used in this study:

Bachelor in Elementary Education (BEED). In this study, it refers to the degree program completed by the graduates of PUP Cabiao who are the respondents of the tracer study.

Board/Licensure Examination. In this study, it refers to the

professional examination that some graduates prepare for or are waiting to take as a requirement for professional practice.

Career Outcomes. In this study, it refers to the employment status, job placement, income, and professional achievements of graduates after completing their degree.

Competencies. In this study, it refers to the combination of knowledge, skills, attitudes, and abilities possessed by graduates that enable them to perform effectively in their profession.

Practicum / Internship. In this study, it refers to the supervised teaching experience required of BEED students before graduation.

Teaching Competencies. In this study, it refers to the professional skills developed through the BEED program, including lesson planning, classroom management, instructional delivery, and assessment.

Tracer Study. It refers to the process of tracking BEED graduates of PUP Cabiao to determine their employment status and career outcomes after graduation.

2. Review of Literature and Studies

This section provides a summary of the literature relevant to the study question discussed in the preceding chapter. To provide readers with a comprehensive understanding of the study, this section presents a review of the related literature and studies relevant to "A Tracer Study on the Bachelor of Elementary Education Graduates of the Polytechnic University of the Philippines – Cabiao Campus, A.Y. 2024–2025."

A. Tracer Study

Graduate tracer studies have become increasingly important because they generate information that supports curriculum review and program improvement. Tracer Studies examined graduates' transition from education to employment and provide indicators related to employability, job relevance, professional competencies, and career progression. Through tracer studies, institutions are able to determine whether academic programs continue to meet changing workforce requirements and produce graduates equipped with relevant competencies (Schomburg, 2016).

In the Philippine context, graduate tracer studies are considered important tools for assessing the outcomes of higher education and improving academic quality. The 4th Philippine Graduate Tracer Study highlighted the important role of higher education institutions in influencing graduates' employment opportunities, professional growth, and overall life outcomes. The findings showed that graduates' employment experiences, career movements, and the competencies they gained serve as valuable sources of information for institutional planning and the development of more responsive educational policies (Tutor *et al.*, 2021).

Similarly, tracer studies involving teacher education graduates have highlighted the value of gathering graduates' experiences and feedback in evaluating how effective academic programs are. The findings revealed that these studies offer useful information about graduates' employment status, the relevance of their jobs to their field of study, the skills and

competencies they developed, and how prepared they felt for professional practice. In addition, the studies pointed out that employment outcomes are often shaped by several factors, including, licensure examinations results, labor market opportunities, and the support provided by educational institutions (Abana et al., 2021).

Related literature also suggests that tracer studies help institutions identify both the strengths of their academic programs and areas that may need improvement. Studies involving education graduates showed that graduates' experiences and the demands of the workplace provide valuable insights for enhancing curricula and developing educational programs that are more responsive and aligned with desired learning outcomes (Espuerta et al., 2023).

Moreover, tracer studies support the principles of outcome-based education and quality assurance by evaluating educational effectiveness through the actual experiences of graduates after completing their studies. In higher education, constructive alignment highlights the importance of ensuring that learning outcomes, teaching strategies, and assessment methods are connected to expected professional outcomes so that graduates develop competencies that are relevant and applicable in real-world settings (Abuela et al., 2022).

Overall, tracer studies remain an important tool in higher education research as they provide valuable information on graduates' outcomes, employment experiences, and the curriculum relevance, thereby supporting continuous improvement and institutional development.

B. Employment Status

Tracer studies involving Bachelor of Elementary Education (BEEd) graduates have generally shown positive employment outcomes after graduation. One study found that many graduates were able to secure employment, although a considerable number were still under temporary or contractual work arrangements and remained employed within their local communities. The findings also showed that graduates developed strong competencies in human relations and creativity, while some competencies were only moderately attained, indicating opportunities for institutional and curriculum enhancement (Abana et al., 2021).

In another tracer study, graduates demonstrated favorable employment and educational outcomes, with most completing bachelor's degrees and not immediately pursuing further studies. Many obtained jobs related to their field of preparation and continued working within the Philippines. Graduates also acknowledged that their higher education experiences contributed to both their personal and professional growth, although areas for improvement in institutional support and resources were still identified (Espuerta et al., 2023).

Likewise, another study among teacher education graduates reported that many obtained employments within a year after completing their degree. Passing the licensure examination emerged as an important factor that supported employment opportunities and career stability. Most employed graduates entered teaching positions in public institutions for career stability. Most employed graduates entered teaching positions

in public institutions, although contractual employment and work in private institutions continued to be present. The study further noted that employment outcomes were influenced by both institutional support and professional networks (Albatin et al., 2025).

Similar findings were observed in another tracer study where a large portion of teacher education graduates were employed and working in education-related fields. Communication skills and broad knowledge exposure were identified as among the strongest competencies gained during their academic preparation. However, unemployment among some graduates was associated with family responsibilities and limited employment opportunities (Palma et al., 2023).

Recent literature also emphasized that employability extends beyond academic qualifications and involves transferable skills that help graduates adapt to workplace demands. Communication, problem solving, and interpersonal skills were identified as important factors influencing employment opportunities and career mobility. Despite this, graduates continued to face challenges related to limited professional experience and increasing labor market competition, highlighting the need for more responsive curricula and stronger professional preparation (Aguelo et al., 2024).

Overall, the reviewed literature suggests that graduate employment remains an important measure in evaluating higher education outcomes and understanding how graduates transition into professional practice.

C. Duration of Search Prior to First Employment

Several tracer studies have explored the length of time teacher education graduates take to obtain their first employment and have reported varying employment transition experiences. One study found that many graduates were able to secure jobs within a year after graduation, reflecting generally positive employment outcomes among teacher education completers. The findings also showed that passing the Licensure Examination for Professional Teachers (LEPT) played an important role in increasing employment opportunities and helping graduates move more quickly into stable teaching positions. Among employed graduates, government institutions emerged as one of the most common places of employment after obtaining professional qualifications (Albatin et al., 2025).

Similarly, other graduate tracer studies revealed that the time required to obtain employment differed depending on factors such as educational attainment, available jobs opportunities, and labor market conditions. While many graduates entered the workforce shortly after graduation, others experienced delays due to continuing education, limited vacancies, or personal circumstances. The findings emphasized that graduate employment should not only be evaluated through employment rates but also by considering how long graduates take to obtain meaningful and relevant work (Espuerta et al., 2023).

Related literature further identified several factors that influenced the duration of job searching before obtaining first employment. Competition in the labor market, limited professional experience, availability of local employment

opportunities, and individual career preferences were found to affect graduates' transition into work. In addition, institutional support such as career guidance services, employment assistance programs, and practical learning experiences during undergraduate studies were recognized as factors that may strengthen employment readiness and shorten job search periods (Aguelo et al., 2024).

In the broader context of tracer studies, employment transition is viewed as an important indicator of higher education effectiveness because it reflects how successfully graduates move from academic preparation to professional practice. Shorter periods of job searching are often associated with stronger employability and closer alignment between graduate competencies and labor market demands (Schomburg, 2016).

Overall, the duration of the job search prior to first employment provides meaningful insights into graduates' workforce entry experiences and serve as an indicator of how effectively higher education institutions prepare and support graduates for employment.

D. Type of Employer

Tracer studies involving teacher education graduates have shown that government and private educational institutions continue to be the primary employment destinations of many graduates. One study found that a considerable number of graduates obtained teaching positions in government schools after passing the Licensure Examination for Professional Teachers (LEPT), while others remained employed in private institutions or under contractual arrangements. The findings suggested that employment opportunities were influenced by professional qualifications, the availability of teaching positions, and institutional hiring practices (Albatin et al., 2025).

Similarly, graduate tracer studies reported differences in employment outcomes across work settings and organizational affiliations. Many graduates entered careers aligned with their academic preparation, while others pursued opportunities outside the education sector due to available job openings and individual career preferences. These findings indicate that graduates demonstrate adaptability in entering different professional environments while applying the competencies gained during their higher education experience (Espuerta et al., 2023).

Related literature also emphasized that the type of employer reflects not only job availability but also graduates' career goals and existing labor market conditions. Government employment remains attractive to many teacher education graduates because of its perceived job security, opportunities for professional advancement, and long-term benefits. In contrast, private institutions often provide more immediate employment opportunities and serve as entry points into the profession. Some graduates also explored employment outside the education sector and entrepreneurial pathways as responses to evolving labor market demands and increasing employment competition (Aguelo, 2024).

Another tracer study showed that graduate employment

extended across different sectors, with many employed graduates obtaining regular or permanent positions. The findings further highlighted that competencies developed during academic preparation helped graduates adjust to varying workplace environments and employment conditions (Palma et al., 2023).

Overall, the type of employer remains an important indicator in tracer studies because it provides a clearer understanding of graduates' employment destinations, available career opportunities, and the extent to which higher education programs respond to workforce needs.

E. Job Location

Studies on graduate employment have shown that many education graduates continue to work within their local communities or remain employed within the country after completing their studies. One tracer study found that a large proportion of BEEd graduates stayed employed in their respective communities, indicating that local employment opportunities continue to play an important role in graduate workforce participation. The findings also suggested that employment location may be influenced by access to available jobs and graduates' preference to work in familiar professional environments (Abana et al., 2021).

Similarly, another graduate tracer study reported that most graduates remained employed in the Philippines despite differences in organizational affiliations and career paths. Local employment continued to account for the majority of employment outcomes, while overseas employment represented a smaller portion. Graduates also viewed their educational experiences as beneficial in helping them perform effectively within their chosen workplaces (Espuerta et al., 2023).

Related literature further explained that employment location is shaped by several factors, including labor market demand, availability of professional opportunities, personal preferences, and economic considerations. Although many teacher education graduates also choose to remain employed locally, others seek opportunities outside their region or abroad in pursuit of higher compensation, career advancement, and broader professional exposure. These employment choices reflect graduates' adaptability and their ability to apply acquired competencies across different work environments (Aguelo et al., 2024).

Studies also suggest that employment mobility can serve as an indicator of how effectively higher education institutions prepare graduates for participation in broader labor markets. Graduates who develop strong professional and transferable skills may be more capable of pursuing opportunities across different locations and organizational contexts (Schomburg, 20216).

Overall, job location remains an important aspect of graduate tracer studies because it provides insight into employment mobility, access to labor market opportunities, and the extent of graduates' participation in both local and international work environments.

F. Monthly Income Range

Studies involving teacher education graduates have shown that income levels often vary depending on employment sector, job security, professional qualifications, and work experience. One tracer study found that many employed graduates received salaries within entry-level income ranges, reflecting the early stage of their professional careers. The findings also showed that graduates holding regular positions in government institutions generally experienced more stable compensation compared to those employed under contractual or temporary arrangements (Albatin *et al.*, 2025).

Similarly, another graduate study reported that many graduates earned monthly incomes that fell within lower to middle-income categories while remaining employed in the Philippines. Differences in income were linked to factors such as organizational affiliation, type of employment, and opportunities for career advancement. Despite variations in earnings, graduates acknowledged that their educational experiences contributed positively to their employability and professional development (Espuerta *et al.*, 2023).

Related literature further explained that graduates' income outcomes are shaped by labor market conditions and the demand for professional competencies. Studies suggested that graduates who possess stronger transferable skills, relevant qualifications, and broader work experience are more likely to improve their earning potential over time. However, salary growth is often gradual during the early years of employment, especially for newly employed graduates entering competitive labor markets (Aguelo *et al.*, 2024).

From theoretical perspective, Human Capital Theory explains that education serves an investment that can lead to greater productivity and improved economic outcomes over time. Becker (1964) argued that individuals who develop knowledge, skills, and competencies through education are more likely to enhance both their employability and long-term income opportunities.

Overall, monthly income remains an important indicator in tracer studies because it reflects graduates' economic outcomes, quality of employment, and the long-term contribution of higher education to professional and financial growth.

G. Alignment of Job with the Degree Completed

Studies on teacher education graduates have shown that many pursue careers that are closely related to their degree specialization, particularly within the education sector. One tracer study found that a considerable number of Bachelor of Elementary Education (BEED) graduates obtained employment aligned with their academic preparation, suggesting that the knowledge, skills, and training gained during higher education contributed to their readiness for professional practice. At the same time, some graduates entered careers outside the teaching profession due to better available job opportunities, personal career interests, and changing labor market demands (Espuerta *et al.*, 2023).

Similarly, tracer studies involving BEED graduates emphasized that alignment between degree and employment is influenced not only by academic specialization but also by

graduates' ability to transfer and apply their competencies across different work environments. Findings showed that while many graduates remained in teaching-related professions, others pursued opportunities in alternative fields where both technical and transferable skills remained relevant. These results suggest that adaptability and competency development support graduates in remaining productive even when working outside their original career paths (Albatin *et al.*, 2025).

Related literature further highlighted the importance of curriculum responsiveness in strengthening degree-job alignment. Study on constructive alignment in higher education explained that when learning outcomes, instructional experiences, and assessment practices reflect professional expectations, graduates become better prepared for employment opportunities that match their academic preparation. As a result, effective curriculum alignment may improve graduate readiness and increase the likelihood of securing employment related to their field of study (Abejuela *et al.*, 2022).

From theoretical perspective, Human Capital Theory explains that education serve as an investment that develops knowledge, skills, and competencies that enhance employability and productivity. According to Becker (1964), individuals pursue education with the expectation that acquired competencies will support career advancement and create opportunities for employment aligned with their educational background and.

Overall, the alignment between graduates' jobs and their completed degree remains an important area in tracer studies because it reflects curriculum relevance, quality of professional preparation, and the extent to which higher education supports graduates' career development and workforce participation.

H. Skills Utilized in the Current Job

Studies involving teacher education graduates have emphasized that competencies developed during academic preparation play an important role in workplace performance and career growth. One tracer study found that communication skills and broad knowledge acquisition were among the strongest competencies that graduates applied in their professional work. In contrast, entrepreneurial skills appeared to be less developed, indicating areas that may require further attention to better respond to evolving workplace demands (Palma *et al.*, 2023).

Similarly, tracer studies among BEED graduates highlighted that both technical and transferable skills contribute to employment performance and professional development. Findings showed that graduates developed technical competencies through formal instruction and practical experiences, while communication, adaptability, and problem-solving skills supported effective performance across different career settings. The study also noted that graduates continued to apply these competencies even when employed outside the teaching profession, demonstrating the broader relevance and transferability of skills acquired during higher education (Albatin *et al.*, 2025).

Related literature further showed that graduates viewed their

educational experiences as having a positive influence on both personal and professional development. The competencies gained during undergraduate preparation helped graduates adjust to workplace expectations and carry out professional responsibilities. At the same time, graduates identified opportunities to strengthen institutional support services and improve learning resources to further enhance competency development (Espuerta *et al.*, 2023).

Research on graduate employability also emphasized the importance of aligning curriculum with workplace expectations. Findings suggested that increasing practical learning experiences, strengthening soft skills, and improving career preparation initiatives may enhance graduates' competitiveness and support the effective use of acquired competencies in professional settings. Communication, interpersonal abilities, and adaptability were consistently identified as essential competencies for long-term employability and career advancement (Aguelo *et al.*, 2024).

From a theoretical perspective, Human Capital Theory explains that education serves as an investment in developing knowledge and competencies that enhance productivity and employability. Becker (1964) argued that acquiring and applying these skills contributes to improved professional performance and creates opportunities for career growth and economic advancement.

Overall, the skills utilized in graduates' current jobs remain an important indicator in tracer studies because they demonstrate how effectively higher education develops competencies that are relevant, transferable, and responsive to workplace demands.

I. Skills and Competency Development

The Bachelor in Elementary Education (BEED) curriculum's effectiveness is measured by how well it corresponds with Commission on Higher Education (CHED) objectives and prepares students for real-world teaching experiences. The BEED program is effective in building pedagogy and subject knowledge, as evidenced by the high employment and licensure rates of graduates. However, there is not much attention on practical and digital competencies such as research and ICT skills, which are required in the 21st century classroom. (Abana *et al.*, 2021)

CHED Memorandum Order No. 74, Series of 2017 (CMO 74-17) mandates that BEED curricula be competency-based and outcomes-based, preserving core competencies such as communication, pedagogical knowledge, and lifelong learning while providing flexibility for local adaptation. The purpose of these standards is to align the BEED program with national education objectives and international teaching demands.

Teacher education policies should be more aligned with the K-12 curriculum, as current assessment rules partially reflect K-12's student-centered ideals. Policy changes will seek to better train teachers for competency-based and research-informed assessment techniques (Gonzales *et al.*, 2024).

Employer feedback continues to highlight BEED graduates' strengths in teamwork and subject knowledge, while gaps in flexibility and adaptation will be evaluated. To better prepare

graduates for classroom challenges, the curriculum should be revised to include more real-world exercises, group projects, and diverse teaching approaches (Salendab & Ocariza-Salendab, 2025).

BEED graduates will perform well academically and in practicum, yet they will struggle with professional education components during board exams. Strengthening curriculum coverage on professional education and competency-based testing will enhance board performance and teaching preparedness (Panlaqui, 2025).

Most Bachelor of Elementary Education (BEED) graduates will possess basic teaching competencies and will be employed in education related fields. However, issues such as poor communication skills, limited technological proficiency, and low salary satisfaction will push some graduates to work abroad or in unrelated jobs, signaling a need for curriculum enhancement in English communication, technology integration, and global readiness (Albatin *et al.*, 2025).

Collectively, these studies highlight the importance of continuous skills and competency development along with regular curriculum review, it is essential in ensuring that Bachelor of Elementary Education (BEED) graduates acquire the necessary pedagogical, technological, communication, and professional skills needed to effectively respond to the evolving demands of modern educational environments.

J. Practicum and Internship Experiences

Practicum and internship programs will continue to be pivotal in bridging theoretical knowledge with classroom realities for pre-service teachers. These stages will significantly boost teaching competencies despite ongoing challenges like managing diverse classrooms, limited resources, and role adjustment difficulties (Kaur, 2024).

Alumni feedback will generally reflect satisfaction with their pre-service training yet will stress the need for enhanced facilities and expanded exposure to authentic teaching contexts and related research activities (Bansiong & Alawas, 2024).

Multiple investigations will reinforce the critical function of practicum in teacher readiness. Student's perceptions of internship programs will emphasize the need for improved institutional support and resource allocation to maximize training benefits. Emotional challenges linked confidence, time management, and relationships with support mechanisms alongside technical mentoring (Pineda *et al.*, 2024)

Variability in practicum standards among institutions will reveal gaps in preparing student-teachers particularly in classroom control, self-confidence, and material accessibility. Symbolic interpretations of internships will reflect the mixed nature of the journey – both as a continuous learning process and a rewarding yet complex (Rogayan & Reusia, 2021).

Longer, immersive practicum experiences will be crucial in refining both classroom management and pedagogical mastery. Supervisor involvement will have a powerful influence on guiding student-teachers toward professional competence. Effective coping strategies, including adaptive teaching and resilience-building, will enable interns to transform challenges into growth opportunities (Mendez, 2025).

K. Synthesis of the Reviewed Literature and Studies

The reviewed literature and related studies consistently highlighted the importance of graduate tracer studies as a tool for evaluating the effectiveness, relevance and outcomes of higher education programs. According to Schomburg (2016), tracer studies provide meaningful information about graduates' transition from education to employment and serve as indicators of employability, curriculum relevance, and professional preparedness. In the Philippine context, Tutor et al. (2021) also emphasized that tracer studies help higher education institutions assess employment outcomes, improve educational quality, and become more responsive to labor market demands.

Across the reviewed studies, graduate employment outcomes were found to be influenced by several interconnected factors, including employment opportunities, licensure status, curriculum responsiveness, competency development, and exposure to practical learning experiences. Studies by Abana et al. (2021), Espuerta et al. (2023), and Albatin et al. (2025) generally reposted positive employment outcomes among teacher education graduates, although differences remained evident in employment status, type of employment, job stability, employer sector, and opportunities for career advancement. These findings suggest that graduates' transition into employability is shaped not only by their qualifications but also by broader labor market conditions.

The literature further showed that graduate success extends beyond simply obtaining employment. Indicators such as employment quality, alignment between degree and occupation, employment mobility, and income levels also emerged as important measures of educational outcomes. Espuerta et al. (2023) noted that while many graduates pursued careers related to their academic preparation, others explored different career pathways based on available opportunities and personal choices. This perspective is supported by Becker's (1964) Human Capital Theory, which explains that education serves as an investment that enhances knowledge, competencies, employability, and long-term economic outcomes.

Another consistent theme across the literature was the role of skills and competency development in supporting employability. Findings from Palma et al. (2023) identified communication skills and general professional competencies as among the most applied skills in the workplace, while Albatin et al. (2025) emphasized the combined importance of technical and transferable skills in promoting workplace performance, adaptability, and career growth. In support of this, Aguelo et al. (2024) argued that strengthening practical competencies and transferable skills may help graduates remain competitive in evolving labor market conditions.

The literature also highlighted the importance of practicum and internship experiences in preparing graduates for professional practice. Bansiong and Alawas (2024) explained that field-based learning experiences contribute to developing professional competence, workplace readiness, and confidence among teacher education graduates. Likewise, Abejuela et al. (2022) emphasized that constructive alignment between

curriculum outcomes, instructional practices, and professional expectations strengthens graduates' readiness for real-world work environments.

Although previous studies have provided substantial evidence regarding graduate employability and educational outcomes, much of the existing literature focused on broader graduate populations, earlier teacher education cohorts, or general employment indicators. There remains limited research that specifically examines recent Bachelor of Elementary Education graduates while integrating employment profile, skills utilized in current work, perceived competency development, and practicum and internship experiences within a localized institutional context.

In response to this gap, the present study focuses on the Bachelor of Elementary

Education graduates of Polytechnic University of the Philippines – Cabiao Campus from batches 2024 and 2025. The study aims to provide updated and context-specific evidence regarding graduates' employment outcomes, the application of acquired competencies, perceptions of institutional preparation, and evaluation of practicum and internship experiences as indicators of program effectiveness and graduate readiness.

3. Methodology

This chapter described the research design and methodology used in the study. It explained the procedures followed to collect, organize, and analyze data. The chapter included details about the research design, participants and their selection, the research instrument, data gathering procedures, and the statistical techniques applied to interpret the results.

The purpose of the chapter was to provide a clear explanation of how the study was conducted, ensuring that the methodology was systematic, transparent, and replicable. All procedures were carried out following ethical standards, including obtaining informed consent, ensuring voluntary participation, and maintaining the confidentiality of the respondents' information.

A. Method of Research

The study used a descriptive research method to analyze the collected data. The descriptive approach enabled the researchers to summarize and interpret the participants' demographic profiles, employment status, skills usage, and practicum experiences.

Data were gathered using a structured questionnaire based on the survey instrument. The questionnaire included sections on demographic information, employment profile, skills and abilities, and practicum/internship experiences. Responses to the skills and practicum sections were recorded using a five-point Likert scale, allowing the researchers to quantify the degree of agreement for each statement.

The questionnaire underwent pilot testing to ensure clarity, validity, and reliability before being distributed. Data collection was conducted online through Email, Messenger, and other social media platforms. All responses were collected, checked for completeness and accuracy, and prepared for statistical analysis.

The descriptive method allowed the researchers to present a clear and organized overview of the data. The findings provided insights into participants' experiences, perceptions of skill application, and practicum readiness, forming the basis for data analysis and interpretation.

B. Population, Sample Size, and Sampling Technique

The respondents of this study were the graduates of the Bachelor of Elementary Education (BEED) program of the Polytechnic University of the Philippines – Cabiao Campus, specifically those who graduated during Academic Years 2024 and 2025. The distribution of graduates consisted of 75 alumni from 2024, and 96 alumni from batch 2025, with a total population of 171 graduates. However, one graduate from the batch 2024 had already passed away prior to the conduct of the study. Despite this, the graduate was still included in the total population count for record purposes.

Since the study aimed to gather comprehensive information regarding the employment outcomes, job alignment, and professional competencies of the graduates, the researchers utilized the total enumeration of all identified BEED graduates from the specified academic years. Total enumeration was employed to ensure that all members of the target population were included as respondents of the study.

The researchers employed purposive sampling technique in selecting the respondents of the study. Purposive sampling is a non-probability sampling technique in which participants are selected based on specific characteristics relevant to the objectives of the research. In this study, the respondents were purposely chosen because they were graduates of the Bachelor of Elementary Education program and were considered capable of providing relevant information regarding their employment status, job alignment, and professional experiences after graduation.

Table 1
Total Population and Sample Size

Batch Year	Total Number of Population
2024	74
2025	96
Total	170

Table 1 presents the total population of the respondents included in the study.

The researchers obtained the official list of graduates from the institution and invited all eligible BEED graduates' batch 2024 and 2025 to participate in the study. Through the use of purposive sampling and total enumeration, the researchers were able to gather comprehensive and reliable information regarding the graduates' employment outcomes and the extent to which the Bachelor of Elementary Education program prepared them for professional practice and employment opportunities.

C. Description of Respondents

The respondents of this study were graduates of the Bachelor of Elementary Education (BEED) program from the Polytechnic University of the Philippines – Cabiao Campus who finished their degrees in the academic years 2024 and

2025. A total of 171 graduates were identified as the target population of the study. However, one graduate had already passed away prior to the conduct of the study and was therefore not able to participate. Using purposive sampling and total enumeration, the researcher collected information about their personal background, current job status, how they use the skills they learned, and their practicum/internship experiences after graduating.

The data were collected through a structured questionnaire that included questions about the respondents' demographics, work details, self-evaluation of their skills and knowledge, and their feedback on the practicum and internship. This helped the researcher understand the graduates' career paths and their views on how well the BEED program prepared them for working life.

D. Research Instrument

The researchers used a structured survey questionnaire as the primary instrument to collect data for the study. The questionnaire consisted of closed-ended questions and a 5-point Likert scale to gather information about the employment outcomes, job alignment, and competencies of the Bachelor of Elementary Education (BEED) graduates. It was divided into four parts. The first part collected the demographic profile of the respondents, including sex, year graduated, further studies enrollment, and highest educational attainment. The second part focused on the employment profile, which included employment status, job alignment with the degree, time taken to obtain the first job after graduation, type of employer, job location, income range, and the skills commonly used in the workplace. It also included items that identified the reasons for unemployment or underemployment when applicable.

The third part assessed the skills and abilities acquired from the BEED program and their usability in the workplace, while the fourth part evaluated the practicum and internship experiences of the graduates using a 5-point Likert scale ranging from strongly disagree to strongly agree. The instrument underwent validation and review under the supervision of the research adviser and was further evaluated by an expert and a statistician. After the crucial revisions, the researchers conducted pilot testing to ensure reliability and clarity. The validated questionnaire was then distributed to BEED graduates through email, Messenger, and other social media platforms, while ensuring informed consent and confidentiality of the respondents.

E. Data-Gathering Procedure

The researchers followed a purposive sampling method to collect the necessary data for the study. They first prepared a structured online survey questionnaire to gather relevant information about the study variables. A formal request letter was sent to the Director of the Polytechnic University of the Philippines – Cabiao Campus to seek approval and assistance in distributing the survey.

After approval was granted, the questionnaire was converted into a Google Form and underwent pilot testing to ensure clarity, validity, and reliability. The validated survey was then

Table 2
Frequency and percentage of skills utilized in the current job

Scale	Weighted Mean (WM)	Interpretation (I)	Description
5	4.20-5.00	Always Used	The skill is always used in the current job.
4	3.40-3.50	Often Used	The skill is often used in the current job.
3	2.60-3.39	Sometimes Used	The skill is sometimes used in the current job.
2	1.80-2.59	Rarely Used	The skill is rarely used in the current job.
1	1.00-1.79	Never Used	The skill is never used in the current job.

Table 3
Skills and abilities and their usability

Scale	Weighted Mean (WM)	Interpretation (I)	Description
5	4.51-5.00	Strongly Agree	The graduate possesses the skill to a very great extent.
4	3.51-4.50	Agree	The graduate possesses the skill to a great extent.
3	2.51-3.50	Slightly Agree	The graduate possesses the skill to a moderate extent.
2	1.51-2.50	Disagree	The graduate possesses the skill to a small extent.
1	1.00-1.50	Strongly Disagree	The graduate does not possess the skill at all.

Table 4
Practicum and internship experiences

Scale	Weighted Mean (WM)	Interpretation (I)	Description
5	4.51-5.00	Strongly Agree	The practicum/ internship experience was very adequate.
4	3.51-4.50	Agree	The practicum/ internship experience was adequate.
3	2.51-3.50	Slightly Agree	The practicum/ internship experience was somewhat adequate.
2	1.51-2.50	Disagree	The practicum/ internship experience was not adequate.
1	1.00-1.50	Strongly Disagree	The practicum/ internship experience was not adequate at all.

distributed online through Email, Messenger, and other social media platforms to reach the intended respondents. The purpose of the study was clearly stated at the beginning of the form, and respondents were informed that participation was voluntary and that their responses would remain strictly confidential.

Data collection was conducted over a specified period to allow sufficient time for responses. Once the period ended, all responses were compiled and downloaded from Google Forms. The researchers then checked the data for completeness and accuracy before organizing it for statistical analysis. Throughout the process, ethical standards were observed, particularly in obtaining informed consent, ensuring voluntary participation, and maintaining data privacy. The collected information was used solely for research purposes.

F. Statistical Treatment of Data

The collected data were analyzed using the following statistical tools:

1. Frequency and Percentage – Used to describe the distribution of respondents' characteristics and responses to categorical items.
2. Weighted Mean (WM) – Used as the primary measure to quantify responses on the 5-point Likert scale. It was calculated using the formula:

$$WM = \frac{\sum(fx)}{\sum f}$$

Where:

- WM = Weighted Mean
- $\sum(fx)$ = sum of the products of the frequency (f) and the corresponding weight (x)
- $\sum f$ = total number of responses (or the sum of all frequencies).

G. Likert Scale

A five-point scale was applied to quantify respondents' agreement with each survey item. The corresponding weighted

mean ranges and verbal interpretations were.

H. The Five-Point Likert Scale

1) Level of agreement

The weighted mean allowed the researchers to determine the overall perception of the respondents regarding the measured variables.

4. Results and Discussion

This section includes the presentation and discussion of the data analysis and findings from 170 respondents of all the alumni from the batch of 2024 to 2025. The survey data were provided in tubular form with supporting interpretations and implications.

A. Demographic Profile of the Respondents

Table 5
Frequencies and percentage of the respondents' demographic in terms of gender

Gender	Counts	% of Total
Male	36	21.2 %
Female	133	78.2 %
Prefer not to say	1	0.6 %

Table 5 presents the frequencies of gender of the respondents. The results revealed that only 78.2% are female while the 21.2% are male. The remaining 0.6% prefer not to say.

The demographic profile of graduates is an important component of tracer studies because it provides background information that helps explain graduates' transition from education to employment. As noted by Schomburg (2016), tracer studies examine graduates' outcomes and generate indicators related to employability, job relevance, and career progression. Thus, understanding the gender composition of the respondents provides context for interpreting the employment-related findings of the study.

Table 6 presents the frequencies of year graduated. The

results show that 56.5% of the respondents were graduates from Batch 2025, while the remaining 43.5% were graduates from Batch 2024. This shows that a larger number of respondents came from the most recent graduating class included in the study. The distribution reflects the actual composition of the respondents who took part in the tracer study and guarantees representation from both academic years covered by the study.

Table 6
Frequencies of year graduated

Year Graduated	Counts	% of Total
2024	74	43.5 %
2025	96	56.5 %

Table 7
Frequencies and percentage of the respondents currently enrolled in further studies

Currently Enrolled in Further Studies	Counts	% of Total
Yes	12	7.1 %
No	158	92.9 %

Table 7 presents whether the respondents are currently enrolled in further studies or not. The 92.9% of the respondents are not currently enrolled in further studies while only the remaining 7.1% of the respondents are enrolled in further studies.

This finding supports the results of Espuerta et al. (2023), which showed that most Bachelor of Elementary Education graduates were no longer pursuing further studies and has already transitioned into the workforce. This indicates that many graduates choose to focus on seeking employment after graduation, while only a smaller number continue their education through advanced studies.

Table 8
Frequencies and percentage of highest educational attainment

Highest Educational Attainment	Counts	% of Total
Bachelor's Degree	170	100.0 %

Table 8 presents the highest educational attainment of the respondents where the results show that 100% of the respondents answered Bachelor's Degree.

The findings of the study are similar to the findings of the study of Espuerta et al., (2023), where the findings showed that graduates demonstrated favorable employment and educational outcomes, with most completing bachelor's degrees and not immediately pursuing further studies.

B. Employment Profile and Features of the Respondents

Table 9
Frequencies and percentage of currently employed

Are you Currently Employed?	Counts	% of Total
Yes	87	51.2 %
No	83	48.8 %

Table 9 presents the employment status of the respondents. The result showed that 51.2% of the respondents are currently employed while the remaining 48.8% of the respondents are not or unemployed.

This finding is supported by the study of Espuerta et al. (2023), which reported that BEED graduates experienced varying employment outcomes, with some graduates already

employed while others were still seeking employment opportunities. Similarly, Abana et al. (2021) emphasized that graduates' employment status reflects the transition from academic preparation to professional practice and may be affected by factors such as career opportunities and workforce demands.

Table 10
Frequencies and percentage of employment status

Employment Status	Counts	% of Total
Employed – Related to the Degree	34	20.0 %
Employed – Not Related to the Degree	55	32.4 %
Underemployed	21	12.4 %
Unemployed - Not Looking for Work	60	35.3 %

Table 10 presents the employment status of the respondents. The 35.3% of the respondents are underemployed and not looking for work, followed by 32.4% who are employed in jobs not related to their degree. Meanwhile 20.0% are employed in jobs related to their degree, while the remaining 12.4% are underemployed.

In the study of Espuerta et al., (2023), the findings showed that many graduates obtained jobs related to their field of preparation and continued working within the Philippines unlike the result of the previous study where it showed that only 20.0% of the graduates have jobs related to the degree.

Table 11
Frequencies and percentage of time taken to obtain first job

Time Taken to Obtain First Job	Counts	% of Total
Not applicable	60	35.3 %
Less than 1 month	28	16.5 %
1-3 months	23	13.5 %
4-6 months	13	7.6 %
7-12 months	24	14.1 %
More than 1 year	9	5.3 %
Not yet employed	13	7.6 %

Table 11 presents the time taken to secure the first job. 35.3% marked not applicable. Among job seekers, 16.5% found work in less than one month, 14.1% took 7-12 months, 13.5% in 1-3 months, 7.6% in 4-6 months, and 5.3% took over a year. 7.6% remained unemployed.

This finding is supported by the study of Espuerta et al. (2023), which reported that BEED graduates experienced varying employment transitions, with some graduates securing jobs shortly after graduation while others required more time due to employment-related challenges. Similarly, the study of Aguelo et al. (2024) emphasized that job acquisition among education graduates is affected by factors such as limited experience, competition in the job market, and availability of opportunities.

Table 12
Frequencies and percentage of type of employer

Type of Employer	Counts	% of Total
Not Applicable	60	35.3 %
Government	16	9.4 %
Private Company	72	42.4 %
NGO	2	1.2 %
Self Employed/Business Owner	20	11.8 %

Table 12 presents the type of employer respondents have. 42.4% worked in Private Companies. Next were those who answered not applicable at 35.3%. Then 11.8% were Self-employed or Business owner, 9.4% work in Government, and only 1.2% were employed in NGOs.

This result is consistent with the findings of Espuerta *et al.* (2023), who reported that graduates often pursue employment in various sectors based on available job opportunities and career preferences. Likewise, Aguelo *et al.* (2024) emphasized that employment destinations are influenced by labor market conditions, organizational opportunities, and individual career goals.

Table 13
Frequencies and percentage of job location

Job Location	Counts	% of Total
Not Applicable	60	35.3 %
Local (Philippines)	102	60.0 %
Overseas	8	4.7 %

Table 13 shows where respondents worked. 60.0% worked locally in the Philippines. 35.3% marked Not applicable, and only 4.7% worked overseas.

This finding is supported by the study of Espuerta *et al.* (2023), which reported that many BEED graduates obtained employment within the Philippines, particularly in positions related to education and other professional fields. Similarly, Abana *et al.* (2021) found that a majority of graduates worked within their local communities, showing that graduates often seek career opportunities where they can apply their acquired knowledge and skills.

Table 14
Frequencies of monthly income range

Monthly Income Range	Counts	% of Total
Not Applicable	60	35.3 %
Below ₱10,000	38	22.4 %
₱10,000 - ₱20,000	46	27.1 %
₱20,000 - ₱30,000	22	12.9 %
₱30,000 - ₱50,000	2	1.2 %
Above ₱50,000	2	1.2 %

Table 14 shows the monthly income range of respondents. 35.3% answered *not applicable*. Among those with income, 27.1% earned ₱10,000-20,000, 22.4% earned below ₱10,000, 12.9% earned ₱20,000-₱30,000, while only 1.2% earned ₱30,000-₱50,000 and another 1.2% earned above ₱50,000.

This finding is consistent with the study of Espuerta *et al.* (2023), which reported that many graduates received income within lower to middle salary ranges as they started their careers. Similarly, Albatin *et al.* (2025) found that most BEED graduates received salaries within the entry-level range, which is expected since many were just beginning their careers. This suggests that graduates' income may increase over time, depending on the type of job they have, the experience they gain, and the opportunities available for career growth.

Table 15
Frequencies and percentage of alignment of job with the degree completed

Alignment of the degree completed	Counts	% of Total
Not Applicable	60	35.3 %
Yes	48	28.2 %
No	62	36.5%

Table 15 presents the alignment between the respondents' current jobs and the degree they completed. The results show that 36.5% of the respondents reported that their current jobs are not aligned with their degree, while 35.3% selected Not Applicable. Meanwhile, only 28.2% stated that they are currently working in jobs related to the degree they earned.

These findings are consistent with the study of Espuerta *et al.* (2023), which found that although many Bachelors of Elementary Education graduates pursued careers related to their field of study, some chose or accepted jobs outside the teaching profession because of available employment opportunities, personal career goals, and the changing demands of the labor market. This also aligns with Becker's Human Capital Theory (1964), which explains that education is an investment that equips individuals with the knowledge, skills, and competencies needed to improve their employability and productivity. Even if graduates work outside their field of specialization, the competencies they gained through their education can still be valuable in different work settings. According to the theory, the competencies acquired through education can provide opportunities for employment and career advancement. This indicates that degree-job alignment is influenced not only by academic preparation but also by labor market conditions, career preferences, and the availability of employment opportunities.

Table 16
Frequencies and percentage of skills utilized in the current job

Skills Utilized in Current Job	Weighted Mean	Verbal Interpretation
Communication Skills	4.60	Always Used
Critical Thinking	4.49	Always Used
Technology Skills	4.39	Always Used
Digital/Computer Skills	4.34	Always Used
Leadership/Management	4.17	Often Used
Problem-Solving	4.35	Always Used
Customer Relations	4.46	Always Used

Legend: 5.00-4.20 – Always; 4.19-3.40 – Often; 3.39-2.60 – Sometimes; 2.59-1.80 – Rarely; 1.79-1.00 – Never

The table 16 shows the respondents' level of use of different skills. From highest to lowest mean, communication skills ranked first with a mean of 4.60, described as "Always Used." This was followed by critical thinking with a mean of 4.49, also interpreted as "Always Used." Customer relations ranked third with a mean of 4.46, described as "Always Used." Next, technology skills had a mean of 4.39, interpreted as "Always Used." This was followed by problem-solving with a mean of 4.35, also described as "Always Used." Digital/computer skills ranked next with a mean of 4.34, interpreted as "Always Used." Lastly, leadership/management had the lowest mean of 4.17, though still verbally interpreted As "Always Used."

The findings of the study are closely related to a previous study of Palma *et al.* (2023), which found that communication skills and broad knowledge acquisition were among the strongest competencies that graduates applied in their professional work. Similar to the present study, the findings showed that communication skills rated as the most utilized skills in the current job.

Table 17

Frequencies and percentage of reason for unemployment/underemployment		
Reason for Unemployment/Underemployment	Counts	% of Total
Not applicable	88	51.8 %
Lack of opportunities	8	4.7 %
Lack of experience	4	2.4 %
Waiting for board/licensure	42	24.7 %
Family responsibilities	8	4.7 %
Pursuing further studies	4	2.4 %
Lack of required skills	1	0.6 %
Low hiring rate in the field	8	4.7 %
Other:	7	4.1 %

Table 17 shows the frequencies of reasons for unemployment or underemployment. The highest response was not applicable with 88 respondents or 51.8% of the total. This was followed by waiting for board/licensure with 42 respondents or 24.7%. Lack of opportunities, family responsibilities, and low hiring rate in the field each accounted for 8 respondents or 4.7%. Other reasons accounted for 7 respondents or 4.1%. Meanwhile, lack of experience and pursuing further studies both had 4 respondents or 2.4% each. The least reported reason was lack of required skills, with only 1 respondent or 0.6% of the total.

This finding is supported by the study of Albatin *et al.* (2025), which emphasized that passing the Licensure Examination for Professional Teachers is an important factor in improving employment opportunities among graduates. The number of respondents who reported that they are waiting to take the board or licensure examination highlights the importance of professional licensure in securing teaching positions. This is consistent with the study of Aguelo *et al.* (2024), which identified limited work experience, competition in the labor market, and the availability of job opportunities as some of the common challenges graduates face when entering the workforce. Similarly, Palma *et al.* (2023) found that unemployment among some graduates was also influenced by family responsibilities and the limited availability of employment opportunities. These findings suggest that graduates' employment status is shaped not only by personal circumstances but also by the conditions of the labor market.

C. Respondents' Self-Rate Evaluation on the Skills and Abilities Obtained from the Institution

The table 18 shows that all indicator under Skills and Abilities and Their Usability were rated "Strongly Agree", indicating that the respondents had a highly positive assessment of the skills they developed and their usefulness in the workplace. Among the indicators, "The Bachelor of Elementary Education program-effectively developed my oral and written communication skills necessary for professional practice" obtained the highest weighted mean of 4.81, making it the most highly rated. This was followed by "The Bachelor of Elementary Education curriculum enhanced my teaching competencies, including lesson planning, classroom management, instructional delivery, and assessment strategies" (4.78), "The program enhanced my critical thinking skills, enabling me to analyze situations, evaluate information, and make informed decisions in my workplace" (4.74), and "The program equipped me with problem-solving skills applicable to classroom and work-related challenges" (4.72). Both "The program provided opportunities that helped me develop leadership skills in managing classroom activities and guiding learners" and "The program developed my ability to collaborate effectively with colleagues and other stakeholders in accomplishing professional tasks" received the same weighted mean of 4.70, reflecting a similarly high level of agreement. Meanwhile, "The competencies gained from the program contribute significantly to my effectiveness and performance in the workplace" obtained a weighted mean of 4.64, followed by "The research components of the program enhanced my ability to conduct research, interpret findings, and apply results to improve professional practice" (4.58) and "The program improved my computer and information and communication technology (ICT) skills relevant to educational and professional tasks" (4.57). Although, "I am able to apply the knowledge and skills acquired from the Bachelor of Elementary Education program in my current employment" recorded the lowest weighted mean of 4.56, it was still interpreted as "Strongly

Table 18

The level of the respondents' self-rate evaluation with the skills and abilities obtained in the institution and its usability with their present occupation

Skills and Abilities and their Usability	Weighted Mean (WM)	Verbal Interpretation (VI)
The Bachelor of Elementary Education program-effectively developed my oral and written communication skills necessary for professional practice.	4.81	Strongly Agree
The program enhanced my critical thinking skills, enabling me to analyze situations, evaluate information, and make informed decisions in my workplace.	4.74	Strongly Agree
The program provided opportunities that helped me develop leadership skills in managing classroom activities and guiding learners.	4.70	Strongly Agree
The program equipped me with problem-solving skills applicable to classroom and work-related challenges.	4.72	Strongly Agree
The Bachelor of Elementary Education curriculum enhanced my teaching competencies, including lesson planning, classroom management, instructional delivery, and assessment strategies.	4.78	Strongly Agree
The program improved my computer and information and communication technology (ICT) skills relevant to educational and professional tasks.	4.57	Strongly Agree
The program developed my ability to collaborate effectively with colleagues and other stakeholders in accomplishing professional tasks.	4.70	Strongly Agree
The research components of the program enhanced my ability to conduct research, interpret findings, and apply results to improve professional practice.	4.58	Strongly Agree
I am able to apply the knowledge and skills acquired from the Bachelor of Elementary Education program in my current employment.	4.56	Strongly Agree
The competencies gained from the program contribute significantly to my effectiveness and performance in the workplace.	4.64	Strongly Agree
Overall	4.68	Strongly Agree

Legend: 5.00-4.51 – Strongly Agree; 4.50-3.51 – Agree; 3.50-2.51 – Slightly Agree; 2.50-1.51 – Disagree; 1.50-1.00 – Strongly Disagree

Table 19
Level of the respondents' agreement on the effectiveness of practicum and internship experiences

Practicum and Internship Experiences	Weighted Mean (WM)	Verbal Interpretation (VI)
The Practicum/Internship was adequate in terms of duration and schedule.	4.55	Strongly Agree
The program provided enough hands-on teaching experience during the Practicum/Internship.	4.66	Strongly Agree
My cooperating teacher/supervisor provided valuable feedback and mentorship.	4.66	Strongly Agree
The Practicum/Internship enabled me to apply teaching strategies and classroom management techniques learned from my courses.	4.69	Strongly Agree
The program offered exposure to diverse school settings and students' populations.	4.69	Strongly Agree
I was trained to effectively manage a real classroom environment (classroom management).	4.71	Strongly Agree
The Practicum/Internship experiences prepared me for the actual emotional and psychological demands of teaching.	4.71	Strongly Agree
I felt confident and ready to handle my own class after the Practicum/Internship.	4.49	Strongly Agree
The internship helped develop my professional values and ethics as an educator.	4.71	Strongly Agree
The program provided sufficient training in planning and implementing instructional activities suited for actual classroom situations.	4.69	Strongly Agree
Overall	4.66	Strongly Agree

Legend: 5.00-4.51 – Strongly Agree; 4.50-3.51 – Agree; 3.50-2.51 – Slightly Agree; 2.50-1.51 – Disagree; 1.50-1.00 – Strongly Disagree

Agree”, indicating that respondents continued to view this skill positively. Overall, the composite weighted mean of 4.68, with a verbal interpretation of “Strongly Agree”, suggests that the respondents considered the skills and abilities they acquired through the program to be highly useful and applicable.

The findings of the study are closely related to the study of Abana et al. (2021), which revealed that Bachelor of Elementary Education (BEED) graduates possessed competencies and skills that contributed to their employability and professional preparedness. Similar to the present study, the respondents highly evaluated the usefulness of skills and abilities acquired from the institution, particularly in communication, critical thinking, and professional competencies.

D. Respondents' Level of Agreement on the Effectiveness of Practicum and Internship Experiences

The table 19 shows that all indicators under the effectiveness of practicum and internship experiences were verbally interpreted as “Strongly Agree,” indicating that respondents had a very positive evaluation of all aspects. Among the indicators, “I was trained to effectively manage a real classroom environment (classroom management),” “The Practicum/Internship experiences prepared me for the actual emotional and psychological demands of teaching,” and “The internship helped develop my professional values and ethics as an educator” obtained the highest weighted mean of 4.71, showing they were the most highly assessed. This was followed by indicators such as applying teaching strategies and exposure to diverse school settings, as well as sufficient training in instructional planning, each with a weighted mean of 4.69. The program providing enough hands-on teaching experience and feedback from supervisors both received 4.66, while adequacy in duration and schedule had 4.55. The lowest among the indicators, though still interpreted as “Strongly Agree,” was confidence and readiness to handle one’s own class with a weighted mean of 4.49. Overall, the practicum and internship experiences obtained a weighted mean of 4.66, interpreted as “Strongly Agree.”

The findings are similar to the study of Bansiong and Alawas (2024), which found that teacher education graduates considered their training experiences helpful in developing

professional skills and preparing them for the workplace. In the present study, the respondents also strongly agreed that their practicum and internship experiences helped them become more prepared for real-world responsibilities and professional practice. These findings show that field experiences and hands-on training are important in improving the skills, confidence, and employability of BEED graduates

5. Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary findings, conclusions, and recommendations based on the data gathered and analyzed in the previous chapter. The study aimed to conduct a tracer study on the Bachelor of Elementary Education (BEED) graduates of the Polytechnic University of the Philippines – Cabiao Campus, particularly the graduates from batch 2024 and batch 2025. Specifically, the study sought to determine the graduates' demographic and employment profile, examine the alignment between their degree and current occupation, assess the relevance of the skills and competencies they acquired from the institution, and evaluate the effectiveness of their practicum and internship experiences in preparing them for professional practice and employment opportunities.

A. Summary of Findings

1. Demographic profile of the respondents in terms of:
 - a. 78.2% of the respondents are female, 21.2% of the respondents are male, and 0.6% of the respondents prefer not to say.
 - b. 56.5% of the respondents graduated in 2024 while 43.5% of the respondents graduated in 2025.
 - c. 92.9% of the respondents are not yet enrolled in further studies while 7.1% are enrolled in further studies.
 - d. 100% of the respondents graduated with Bachelor's degree.
2. Employment profile and features of the respondents in terms of:
 - a. 51.2% of the respondents are employed while 48.8% are not currently enrolled.
 - b. 35.3% of the respondents are unemployed, 32.4% of the respondents are employed but their work is

not related to their degree, 20% of the respondents are employed and their work is related to their degree, 12.4% of the respondents are underemployed.

- c. 35.3% of the respondents selected “Not Applicable” regarding the length of time it took to obtain their first job, 16.5% obtained their first job in less than a month, 14.1% within 7-12 months, 13.5% within 1-3 months, 7.6% within 4-6 months, 7.6% are not yet employed, 5.3% obtained their first job after more than one year.
- d. 42.4% of the respondents are employed in private company, 35.3% of the respondents selected “Not Applicable”, 11.8% of the respondents are self-employed and business owner, 9.4% of the respondents are employed in government, 1.2% of the respondents are employed in NGO.
- e. 60% of the respondents are employed in the Philippines, 35.3% of the respondents selected “Not applicable”, 4.7% of the respondents are employed overseas.
- f. 35.3% of the respondents selected “Not Applicable” regarding to their monthly income range, 27.1% of the respondents earned ₱10,000-₱20,000, 22.4% of the respondents earned below ₱10,000, 12.9% of the respondents earned ₱20,000-₱30,000, 1.2% of the respondents earned ₱30,000-₱50,000, 1.2% of the respondents earned above ₱50,000.
- g. 36.5% of the respondent’s work is not related with their degree completed, 35.3% selected “Not Applicable”, 28.2% of the respondent’s work is related to their degree completed.
- h. Skills utilized in the current job
 - 1) In terms of communication skills, the mean is 4.60.
 - 2) In terms of critical thinking skills, the mean is 4.49.
 - 3) In terms of customer relations, the mean is 4.46.
 - 4) In terms of technology skills, the mean is 4.39.
 - 5) In terms of problem-solving, the mean is 4.35.
 - 6) In terms of digital/computer skills, the mean 4.34.
 - 7) In terms of leadership/management, the mean is 4.17.
- i. 51.8% of the respondents selected “Not Applicable” regarding the reason for unemployment/underemployment, 24.7% of the respondents are waiting for board/licensure exam, 4.7% of the respondents selected lack opportunities, 4.7% of the respondents selected family responsibilities, 4.7% of the respondents selected low hiring rate in the field, 4.1% of the respondents selected other, 2.4% of the

respondents selected lack of experience, 2.4% of the respondents selected pursuing further studies, 0.6% of the respondents selected lack of required skills.

3. The level of the respondents’ self-rate evaluation with the skills and abilities obtained in the institution and its usability with their present occupation had an overall weighted mean of 4.68.
4. The respondent’s level of agreement on the effectiveness of the practicum and internship experiences had an overall weighted mean of 4.66.

B. Conclusions

1. The demographic profile of the respondents shows that the majority were female. Most of the respondents graduated from batch 2025. Most of the respondents were not yet enrolled in further studies. All of the respondents had completed a bachelor’s degree.
2. The employment profile and features of the respondents indicate that more than half were currently employed, while others were unemployed or not yet employed at the time of the study. A significant number of employed respondents were working in jobs not related to their degree, while some were employed in positions aligned with their degree. Most employed respondents obtained their first job within less than one month to one year after graduation, and the majority worked in private companies. The majority of the respondents were employed locally in the Philippines, with most earning monthly salaries ranging from below ₱10,000 to ₱20,000. Most of the respondents’ work was not related to their completed degree, and communication skills, critical thinking, and customer relations skills were identified as the most utilized competencies in their current occupations. The most common reason for unemployment or underemployment among respondents was waiting for board or licensure examination.
3. The respondents highly evaluated the skills and abilities acquired from the institution, indicating that the Bachelor of Elementary Education program effectively developed competencies relevant to employment and professional practice.
4. The respondents strongly agreed that their practicum and internship experiences were effective in preparing them for workplace responsibilities, professional practice, and real-life experiences.

C. Recommendations

1) For the Institution

1. The institution should establish stronger partnership with public and private schools, government agencies, and other organizations to provide greater employment opportunities for graduates and address limited hiring opportunities in the field.
2. The institution should continuously conduct career

guidance programs, employment seminars, and job placement activities to help graduates secure stable employment aligned with their field of specialization and professional qualifications.

2) For Future Researchers

1. Future researchers should conduct similar tracer studies involving a wider scope of respondents and additional variables to further examine the factors affecting unemployment and underemployment among Bachelor of Elementary Education graduates.
2. Future researchers should explore other variables related to graduate employability, such as licensure examination performance, career satisfaction, and the effectiveness of institutional support programs in improving employment outcomes.

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