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WORKPLACE READINESS OF THE COLLEGE OF EDUCATION GRADUATES: A TRACER STUDY

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ABSTRACT

Teacher education graduates increasingly pursue varied career pathways, with some remaining in formal teaching positions while others transition into leadership roles or non-teaching careers influenced by push, pull, and personal factors. These trends highlight the need for higher education institutions to conduct systematic tracer studies to better understand graduates' post-employment outcomes and inform continuous program improvement. This study employed a tracer research design to examine the employment outcomes, workplace readiness, and curricular relevance of Bachelor of Secondary Education (BSEd) graduates of Bataan Peninsula State University (BPSU) from 2020 to 2025. Specifically, it assessed graduates' employment status, job alignment, work satisfaction, perceived program contributions, and competency development, including the transferability of skills among graduates employed in non-teaching roles. Findings revealed that the majority of BSEd graduates secured employment shortly after graduation, predominantly in teaching positions within the local region. Graduates reported moderate to high levels of work satisfaction, strong alignment between their current occupations and field of specialization, and high levels of workplace readiness and curricular relevance across key competencies. While the results affirm the effectiveness of the BSEd program, they also indicate the need for targeted enhancements, particularly in strengthening research-related competencies to better support diverse career trajectories.

KEYWORDS: *Bataan Peninsula State University, Content-Based Skills, Curriculum Relevance, Pedagogical Skills, Workplace Readiness*

INTRODUCTION

Teacher education graduates worldwide are pursuing increasingly diversified career pathways. While many continue to seek employment in formal education systems, trends indicate that some teachers who do leave, especially with high academic ability, move to leadership roles while most seek employment outside of education (Falch, 2023). Factors that lead to teacher attrition are grouped into three major categories: (1) push factors such as working conditions and teacher well-being; (2) pull factors such as teacher salaries and opportunities for career growth; and (3) personal reasons, including retirement, health concerns, or family-related decisions (UNESCO, 2024). These highlight the growing need for higher education institutions (HEIs) to analyze the post-graduation outcomes of their teacher education students through systematic tracer studies.

In the Philippines, the professional careers of the teacher education graduates are influenced by reforms in the K to 12 curricula (Vidania et al., 2023; Lardizabal, 2025), passing the Licensure Examination for Teachers (LET) (Abao et a., 2023; Cadolases et al., 2023), having the competency standards mandated by the Commission on Higher Education (CHED) and the Professional Regulation Commission (PRC) (Sinsay-Villanueva et al., 2025; Gamboa et al., 2025). According to SEA-TCF (Seameo Innotech, 2018), teacher education graduates must have a deep subject-matter knowledge, pedagogical and instructional skills, and enabling 21st-century competencies to remain competitive in both teaching and non-teaching professions. Hence, teacher education institutions or TEIs must strengthen their curriculum and instruction, faculty qualifications, and institutional resources to ensure teacher quality and employability (Rivera et al., 2025).

The success of teacher education programs is therefore closely tied to graduates' preparedness for real-world classroom challenges. Philippine studies show that pre-service training, practice teaching, and field experiences significantly influence teacher education graduates' confidence, pedagogical competence, and professional identity (Cai et al., 2023; Santos & Reyes, 2024; de la Cruz, 2025). Likewise, other studies show the importance of aligning the curricula that respond to present classroom realities such as learner diversity, digital instruction, curriculum adaptation, and evidence-based teaching (Comia et al., 2024; Jazmine & Caballes, 2025).

Tracer studies provide as necessary tools for evaluating the extent to which teacher education programs succeed in meeting these demands. Internationally, tracer research has been used to examine employment outcomes, job satisfaction, workplace integration, and the perceived relevance of university training (van der Waldt, 2024; Dzomeku, 2024; Palupi, 2024; Sarsale, 2024). In the Philippines, similar studies conducted by state universities and teacher education institutions provide valuable insights that guide curriculum review, program enhancement, and continuous quality improvement (Pacleb-Ulanday, 2021; Pentang et al., 2022; Sensal et al., 2023; Pardo & Relon, 2024; Panlaqui et al., 2025). Such studies help institutions evaluate how well graduates transition from pre-service training to professional practice and how effectively they apply learned competencies in diverse work settings.

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The Bachelor of Secondary Education (BSEd) program of the Bataan Peninsula State University (BPSU), College of Education, offers majors in English, Filipino, Social Studies, Science, Mathematics, and MAPEH. Each specialization is aligned with CHED's outcomes-based curriculum framework, which emphasizes pedagogical competence, content mastery, and the development of personal and professional attributes (Largoza & Fernandez, 2025; Commission on Higher Education, 2020). However, given the evolving landscape of teacher preparation and employment trends, it is imperative to empirically assess how BPSU graduates are performing in the workforce and how relevant their academic preparation remains in addressing contemporary educational challenges.

This tracer study aimed to evaluate the employment outcomes, workplace readiness, and curricular relevance as perceived by BSEd graduates of BPSU. It examined their employment status, job classification, alignment of current work to their field of specialization, and levels of work satisfaction. It further assessed the perceived contribution of the teacher education program to graduates' personal and professional development. For those in teaching positions, the study explored how the program strengthened critical competencies such as problem-solving, critical thinking, human-relations skills, and research literacy. For non-teaching graduates, it investigated the transferability of skills gained from their training.

By providing research-based insights on the workplace trajectories and experiences of teacher education graduates, this study contributed to institutional planning, curriculum refinement, and policymaking within the College of Education. Ultimately, it supported the broader discourse on improving teacher preparation programs to remain adaptive, evidence-driven, and responsive to the evolving demands of the teaching profession.

METHOD

Research Design

This study employed a quantitative descriptive tracer design to determine the professional profiles, LET performance, employment outcomes, professional trajectories, and curricular relevance as perceived by Bachelor of Secondary Education (BSEd) graduates of Bataan Peninsula State University (BPSU). A tracer study design is appropriate for capturing post-graduation experiences, including employment status, job alignment, workplace satisfaction, and the extent to which pre-service teacher education prepared graduates for teaching and non-teaching careers.

Research Locale and Respondents

The study was conducted at Bataan Peninsula State University-Balanga Campus. The respondents were graduates of the Teacher Education program of the College of Education from 2020-2025. The majors included: English, Filipino, Social Studies, Mathematics, Science, and MAPEH. A total enumeration sampling technique was applied wherein all reachable graduates listed in the college alumni database were invited to participate. Graduates were contacted through email, official university channels, Facebook groups, and mobile communication. Only graduates who voluntarily consented were included.

Research Instrument

Data were collected using a structured online questionnaire comprising seven sections, designed to capture graduates' demographic and professional profiles as well as perceptions of their preparation and skills development. The first section gathered personal profile. Including sex and civil status. The second section gathered the program profile, including batch and field of specialization. The third section examined the performance of the graduates in the licensure examination. The fourth section assessed the graduate school education, including the program, status of schooling, and school attended. The fifth section examined the employment detail, including employment, affiliation, industry's classification, time of hiring, and affiliation. The sixth section evaluated the relevance of the curriculum in work, including content-based skills, lesson planning, preparation and utilization of IMs, use of variety of teaching methods, development of communication skills, information technology skills, problem-solving skills, critical thinking skills, human-related skills, and research skills. Finally, the seventh section focused on the graduate attributes gained in the university. The instrument was partially adapted from established tracer study frameworks, including Commission on Higher Education and UNESCO guidelines, and validated by three experts in teacher education and educational research. A pilot test among 20 non-participant graduates confirmed reliability, yielding Cronbach's alpha scores ranging from 0.84 to 0.92, indicating high internal consistency.

Data Collection Policy

The online questionnaire was administered through secure digital platforms and distributed to all eligible graduates via email and social media alumni networks. Participation was voluntary, and respondents were informed of the purpose of the study, confidentiality of responses, and their right to withdraw at any time. Multiple reminders were sent to ensure a high response rate. Data collection was completed over a period of two months, with a final tally of 658 completed responses, representing graduates from all included batches and majors.

Data Analysis

Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize graduates' demographic profiles, employment outcomes, work satisfaction, and perceptions of skills development and curriculum relevance. Composite mean scores were calculated for Likert-scale items to determine the overall relevance of the curriculum and effectiveness of skills acquired. For potential relationships between variables, correlation analyses (Pearson or Spearman) were planned to examine associations between curriculum relevance, skills development, and workplace satisfaction. All analyses were conducted using SPSS version 28.0, with significance levels set at $p < 0.05$.

Ethical Considerations

The study adhered to ethical research standards, ensuring that participation was voluntary and responses were anonymous. Participants were provided with informed consent

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detailing the study's objectives, their rights, and the confidentiality of their information. Approval for the study was obtained from the BPSU College of Education Ethics Review Board, ensuring compliance with institutional and national ethical guidelines for research involving human participants.

RESULTS AND DISCUSSION

Table 1 presents the profile of the graduates in terms of sex and civil status.

Table 1. ***Sex & Civil Status***

Sex	f	%
Male	143	21.73
Female	515	78.27
Civil Status		
Single	612	93.00
Married	46	7.00
Solo Parent	0	0
Total	**658**	**100**

No. of cases: 658

As shown, the total number of graduates is six hundred fifty-eight (658), of which 515 or 78.27% are females, while 143 or 21.73% are males. This indicates that the teacher education program continues to be female dominated, a trend commonly observed in both local and national data for education graduates. In addition, 612 or 93% are single, and only 46 or 7% are married, suggesting that most graduates are in the early stages of adulthood and are likely entering the profession without major family responsibilities, which may influence their readiness for deployment and mobility.

This is supported by the study of Dao et al. (2024) which expressed that the teacher education program continues to be female dominated, with an upward trend in female completions in external and multimodal study modes.

Table 2 reveals the batch and field of specialization of the graduates.

Table 2. ***Batch and Field of Specialization***

Major	English		Filipino		Soc Studies		Mathematics		MAPEH		Total		Rf (%)
Batch	OBS	EXP	OBS	EXP	OBS	EXP	OBS	EXP	OBS	EXP	**OBS**	**EXP**	
2020	4	4	3	3	2	2	8	8	3	1	**20**	**26**	**76.92**
2021	12	19	2	2	3	3	5	6	11	3	**33**	**38**	**86.84**
2022	44	48	38	45	29	44	0	1	9	37	**120**	**175**	**68.57**
2023	37	58	44	70	47	66	n/a	n/a	2	2	**130**	**196**	**66.33**
2024	60	68	52	60	45	67	n/a	n/a	n/a	n/a	**157**	**195**	**80.51**
2025	68	85	63	71	67	73	n/a	n/a	n/a	n/a	**198**	**229**	**86.46**
Total	**225**	**282**	**202**	**251**	**193**	**255**	**13**	**15**	**25**	**43**	**658**	**859**	**76.60**

OBS-Observed; Exp-Expected; n/a- no graduate

In the table, the highest response rates are observed in Batch 2021, with 33 out of 38 graduates (86.84%), and in Batch 2025, with 198 out of 229 graduates (86.46%). For Batch 2024, 157 out of 195 graduates (80.51%) participated in the survey. Meanwhile, 20 of the 26 graduates from Batch 2020 (76.92%) responded. The lowest response rate is recorded in Batch 2023 at 66.33%.

This variation in participation suggests that some batches were more reachable or more engaged than others, possibly due to differences in communication channels, online activity, or availability. The notably lower response from Batch 2023 may indicate challenges in tracking that cohort. In line with this, the study of Revilla and Höhne (2020) stated that millennials have lower participation rates and higher break-off rates in web surveys compared to older cohorts, with higher smartphone participation; this suggests differences in engagement possibly due to communication channels or online activity.

Overall, 658 of the 859 graduates (76.60%) completed the survey, which is a strong response rate for a tracer study and provides a sufficiently representative sample for analyzing trends across batches.

Table 3 reflects the proportion of passers in the licensure examination.

Table 3. ***Performance of the Graduates in the Licensure Examination***

LET Performance	f	%
Passed	418	63.50
Failed	96	14.60
Did not take the LET	144	21.90
Total	**658**	**100**

As shown in Table 3, out of a total of 658 graduates, 418 (63.50%) passed the licensure examination, 96 (14.60%) failed, and 144 (21.90%) did not take the examination. This indicates that the majority of the graduates were successful in passing the licensure examination, while a notable portion either failed or opted not to take it.

Moreover, Guzman (2020) found that over 50% of graduates took the Licensure Examination for Teachers (LET) immediately after graduation, with Bachelor of Secondary Education (BSEd) consistently outperforming national passing rates by at least 39%.

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Table 4 displays the professional education of the graduates.

Table 4. ***Graduate School Education***

Program	f	%
MAED	66	10.00
Did not pursue	592	90.00
Status of Schooling		
Completed	3	>1
On-Going	63	9.57
School Attended		
In Bataan	59	8.97
Metro Manila	5	>1
In another province	2	>1

No. of cases: 658; f–frequency; %–percentage

As shown in the table, only 66 graduates (10%) are pursuing professional education. Of these, 63 are currently enrolled in master's degree programs, with the majority (59) studying in Bataan. Only 3 graduates have completed their master's education, indicating that while a small portion of graduates continue their studies, most are still in progress.

Furthermore, Bokan et al. (2022) supports this, showing that while many students desire to continue their education, they often do not immediately progress to graduate studies.

Table 5 shows the employment details of the graduates.

Table 5. ***Employment Details***

Employment	f	%	Location of Work	f	%
Employed	467	71.00	In the Region/Bataan	472	71.73
Underemployed	44	6.70	Manila	8	1.20
Unemployed	147	22.34	National	25	3.80
			International	6	>1
Affiliation			**Nature of Work**		
Government	198	30.10	Teaching	336	51.10
Non-Government	313	47.57	Non-Teaching	175	26.60
Industry's Classification			**Status**		
Education	361	54.90	Casual	27	4.10
IT	3	>1	Contract of Service	235	35.70
Manufacturing	10	1.50	Job Order	54	8.20
Engineering	2	>1	Permanent	133	20.20
Medical	11	1.70	Self-employed	13	2.00
Sales and Marketing	28	4.30	Temporary/Substitute	26	4.00
Business Process Outsourcing	30	4.60	Local School Board	15	2.30
Others	66	10,30	Provincial School Board	8	1.20
Time of Hiring			**Salary for the First Job**		
within 6 months	401	60.90	Below Php20,000	167	25.37
7-11 months	51	7.75	Php20,00–Php40,000	356	54.10
1 year	45	6.83	Php40,001–Php60,000	1	>1
2 years	10	1.50	Higher than Php60,000	2	>1
3 years	4	>1	**Work Satisfaction**		
4 years or more	0	0	Highly Satisfied	193	29.30
			Moderately Satisfied	152	23.10
			Slightly Satisfied	150	22.79
			Not Satisfied	16	2.40

Total number of employed: 511 out of 658; f-frequency; %-percentage

The table shows that 511 graduates (77.70%) have secured employment, with 467 (71%) fully employed and 44 (6.70%) underemployed. Meanwhile, 147 graduates (22.34%) remain unemployed. Regarding work location, the majority of employed graduates (472 or 71.73%) work within the region, primarily in Bataan, while only 1% are employed in Manila. In terms of institutional affiliation, 313 graduates (47.57%) are connected to non-government institutions, and 198 (30.10%) are employed in government institutions. Looking at job roles, 336 graduates (51.10%) occupy teaching positions, while 175 (26.60%) are in non-teaching roles. By field classification, 361 graduates (54.90%) work in the education sector, with the remainder employed in other fields. Regarding employment status, 235 graduates (35.70%) hold Contract of Service positions, 133 (20.20%) have permanent posts, 54 (8.30%) are Job Order workers, and 27 (4.10%) work as casual staff. In terms of time to hire, 401 graduates (60.90%) found employment within six months, while 51 (approximately 8%) were hired between seven and eleven months. For salary, 356 graduates (54.10%) earned between Php 20,000 and Php 40,000 for their first job, while 167 (25.37%) earned below Php 20,000. Regarding work satisfaction, 183 graduates (29.30%) are highly satisfied, 152 (23.10%) are moderately satisfied, and 150 (22.79%) are slightly satisfied.

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This is supported by Bansiong and Gallardo (2025) which found that most graduates find jobs within six months, with private sector opportunities often matching or exceeding public sector positions.

Table 6 presents the content-based skills acquired by the graduates.

Table 6. ***Content-based Skills***

Statement	*M*	*SD*	*DE*
Demonstrating content knowledge and aptitude in the discipline one is handling	3.74	.467	Highly Relevant
Delivering accurate and updated content knowledge.	3.75	.448	Highly Relevant
Relating content knowledge to actual life situations of the students	3.76	.465	Highly Relevant
Making the current content knowledge parallel with the previous and future lesson content	3.71	.505	Highly Relevant
Incorporating significant scholarly works and other research-based principles to enhance the content knowledge	3.65	.542	Highly Relevant
Composite	**3.72**	**.410**	**Highly Relevant**

Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

The graduates rated "Relating content knowledge to actual life situations of the students" the highest, with a mean of 3.76 (SD = 0.448), indicating strong perceived relevance. Conversely, "Incorporating significant scholarly works and other research-based principles to enhance content knowledge" received the lowest rating, with a mean of 3.65 (SD = 0.542). The overall composite mean of 3.72 (SD = 0.410) suggests that the graduates perceive these skills as highly relevant to their work.

This is also true in the study of Sharma et al. (2022) which stated that graduates were highly satisfied with the content and organization, indicating a positive relation of content knowledge to practical situations, with an 80% satisfaction rate.

Table 7 reflects the lesson planning skills of the graduates.

Table 7. ***Lesson Planning***

Statement	*M*	*SD*	*DE*
I can apply appropriate assessment methods.	3.70	.556	Highly Relevant
I can structure learning activities and deliver	3.71	.569	Highly Relevant
I can systematically organize lessons, topics, and ideas.	3.69	.555	Highly Relevant
I can use multiple assessment tools (e.g., online quizzes, collaborative projects, rubrics, etc.).	3.66	.621	Highly Relevant
I can have an organized and well-managed classroom.	3.65	.580	Highly Relevant
Composite	**3.68**	**.498**	**Highly Relevant**

Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

As shown, the statement "I can structure learning activities and deliver" received the highest rating among the graduates, with a mean of 3.71 (SD = 0.569). The lowest-rated item was "I can have an organized and well-managed classroom," with a mean of 3.65 (SD = 0.580).

Overall, the composite mean of 3.68 (SD = 0.498) indicates that the graduates perceive their lesson planning skills as highly relevant to their work.

In support, Beckmann and Ehmke (2023) expressed that pre-service teachers perceive their lesson planning skills as highly relevant and competent, with increasing competency during internships.

Table 8 reveals the relevance of curriculum in the preparation and utilization of instructional materials

Table 8. ***Relevance of the Curriculum in the preparation and utilization of IMS***

Statement	*M*	*SD*	*DE*
I have applied appropriate assessment methods.	3.69	.555	Highly Relevant
I can structure learning activities and deliver	3.70	.567	Highly Relevant
I can systematically organize lessons, topics, and ideas.	3.67	.580	Highly Relevant
I can use multiple assessment tools (e.g., online quizzes, collaborative projects, rubrics, etc.).	3.66	.626	Highly Relevant
I can have an organized and well-managed classroom.	3.65	.603	Highly Relevant
Composite	**3.67**	**.519**	**Highly Relevant**

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Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

The table shows that the statement "I can structure learning activities and deliver" received the highest rating among the graduates (M = 3.70, SD = 0.567), indicating that they feel confident in their ability to plan and implement lessons effectively. In contrast, "I can have an organized and well-managed classroom" received the lowest rating (M = 3.65, SD = 0.603), suggesting that classroom management may be an area where graduates perceive some need for improvement.

In general, the rating (*M=3.67; SD=.519*) implies that graduates find the curriculum to be Highly Relevant in preparation of instructional materials.

This is also the case in the study of Albina and Symagaysay (2020) that majority of education graduates (69.78%) find the curriculum to be relevant in their first job; based on a survey of 177 graduates using a cross-sectional retrospective survey method.

Table 9 displays the relevance of the curriculum in the use of different teaching methods.

Table 9. Relevance of the Curriculum on the Use of a Variety of Teaching Methods

Statement	*M*	*SD*	*DE*
I can relate the subject matter to other related topics	3.71	.532	Highly Relevant
I can use various strategies (group projects, teamwork, exchange of posted remarks) to foster interaction and collaboration among the students	3.69	.577	Highly Relevant
I can set the conduciveness of the learning environment for dynamic and interactive learning	3.68	.578	Highly Relevant
I can explain the lesson in depth	3.70	.518	Highly Relevant
I can use a blended learning approach	3.66	.593	Highly Relevant
Composite	**3.69**	**.493**	**Highly Relevant**

Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

Among the statements, "I can relate the subject matter to other related topics" received the highest rating (M = 3.71, SD = 0.532), indicating that graduates feel confident in connecting concepts across subjects. Conversely, "I can use a blended learning approach" received the lowest rating (M = 3.66, SD = 0.593), suggesting that integrating online and face-to-face teaching methods may be an area where further development is needed. The overall mean rating (M = 3.69, SD = 0.493) indicates that graduates perceive the curriculum as highly relevant to the application of different teaching methods.

Moreover, Micabalo et al. (2021) stated that graduates perceived various teaching methodologies as significantly influencing their competencies in areas like communication, teamwork, and leadership.

Table 10 depicts the relevance of the curriculum to the development of communication skills.

Table 10. ***Relevance of the Curriculum on the Development of Communication Skills***

Statement	*M*	*SD*	*DE*
I have the capacity to communicate effectively with others orally.	3.76	.456	Highly Relevant
I can communicate with others in writing.	3.72	.482	Highly Relevant
I can be open with coworkers and share thoughts on important issues.	3.67	.545	Highly Relevant
I can cohesiveness in verbal ideas, language, and facial expressions.	3.69	.505	Highly Relevant
I have the capacity to interact and collaborate with others effectively, including teams, in the workplace and in culturally or linguistically diverse contexts.	3.71	.515	Highly Relevant
Composite	**3.71**	**.443**	**Highly Relevant**

Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

The results show that the statement "I have the capacity to communicate effectively with others orally" received the highest rating (M = 3.76, SD = 0.456), indicating that graduates feel confident in their oral communication skills. In contrast, "I can be open with coworkers and share thoughts on important issues" received the lowest rating (M = 3.67, SD = 0.545), suggesting that expressing ideas openly in the workplace may be an area for further development.

The overall composite mean (M = 3.71, SD = 0.443) indicates that the curriculum is highly relevant in developing graduates' communication skills.

In line with this, Bueno (2017) specified that curriculum is highly relevant in developing education graduates' communication skills, as evidenced by its alignment with industry needs and the development of relevant skills such as communication.

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Table 11 presents the relevance of the curriculum to the development of information technology skills.

Table 11. ***Relevance of the Curriculum on the Development of Information Technology Skills***

Statement	*M*	*SD*	*DE*
I can use digital resources provided by the district, including online productivity tools, content management system, video streaming sites, and learning system in reading and math	3.77	.432	Highly Relevant
I can use a computer as a form of instruction and communication media	3.77	.434	Highly Relevant
I can design learning activities that use available technology, including laptops, tablets, computer labs, and interactive whiteboards	3.76	.448	Highly Relevant
I can create assignments appropriate to the technological abilities of learners.	3.71	.522	Highly Relevant
I can use digital resources to differentiate instruction, including using devices for students with special needs, such as computer activities and online materials suited to different reading abilities or learning preferences.	3.74	.478	Highly Relevant
Composite	**3.75**	**.398**	**Highly Relevant**

Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

As reflected in the table, the highest ratings were given to both "I can use a computer as a form of instruction and communication media" (M = 3.77, SD = 0.434) and "I can use digital resources provided by the district, including online productivity tools, content management systems, video streaming sites, and learning systems in reading and math" (M = 3.77, SD = 0.432), indicating that graduates feel confident in utilizing technology for instructional and communication purposes. The lowest-rated statement, "I can create assignments appropriate to the technological abilities of learners" (M = 3.71, SD = 0.522), suggested that designing tasks tailored to students' technological skills may require further development. Overall, these results implied that the curriculum is effective in fostering technological proficiency, though there is room for improvement in adapting instruction to learners' digital capacities.

As a whole, the rating (*M=3.75; SD=.398*) indicates the curriculum is Highly Relevant to the development of information technology skills. Similarly, Caingcoy (2021) identified top employable skills for education graduates, including critical information and communication technology (ICT) competencies.

Table 12 shows the relevance of the curriculum to the development of problem-solving skills.

Table 12. ***Relevance of the Curriculum on the Development of Problem-Solving Skills***

Statement	*M*	*SD*	*DE*
I can identify, define, and analyze problems	3.71	.481	Highly Relevant
I can create solutions and evaluate them	3.67	.506	Highly Relevant
I have the capacity to apply disciplinary knowledge to solving real-life problems in relevant communities	3.70	.486	Highly Relevant
I have the analytical skills to examine the consequences of a particular solution	3.64	.505	Highly Relevant
I have the reasoning skills to weigh one solution against another	3.68	.488	Highly Relevant
Composite	**3.68**	**.444**	**Highly Relevant**

Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

In the table, the statement "I can identify, define, and analyze problems" posted the highest rating with (*M=3.71; SD=.481*), while "I have the analytical skills to examine the consequences of a particular solution" has the lowest rating of (*M=3.64; SD=.505*). The results imply that while graduates demonstrate strong problem-identification skills, strengthening their capacity for deeper analytical evaluation could further improve their problem-solving competence.

The mean rating of (*M=3.68; SD=.444*) implies that the curriculum is Highly Relevant to the development of problem-solving skills. Furthermore, Rusmin et al. (2024) underscored the critical nature of these skills, revealing that students exposed to problem-solving-focused curricula demonstrate enhanced creativity, adaptability, and decision-making abilities.

Table 13 reflects the relevance of the curriculum to the development of critical thinking skills.

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Table 13. ***Relevance of the Curriculum on the Development of Critical Thinking Skills***

Statement	*M*	*SD*	*DE*
I can evaluate and weigh different sides of an argument	3.70	.479	Highly Relevant
I can accept nothing at face value, but rather to examine the truth and validity of arguments	3.68	.507	Highly Relevant
I can evaluate the relative importance of ideas	3.72	.479	Highly Relevant
I can apply reason and logic to determine the merits of an argument	3.68	.499	Highly Relevant
I can draw and evaluate conclusions from logical arguments and data analysis	3.67	.500	Highly Relevant
Composite	**3.69**	**.447**	**Highly Relevant**

Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

The highest rating obtained is on "I can evaluate the relative importance of ideas" (*M=3.72; SD=.479*), and the lowest rating is "I can draw and evaluate conclusions from logical arguments and data analysis" (*M=3.67; SD=.500*), suggesting that synthesizing evidence and making data-driven conclusions may be an area for further development.

The composite rating (*M=3.69; SD=.447*) denotes that the graduates find the curriculum Highly Relevant to the development of critical thinking skills. It indicates the need to further strengthen higher-order reasoning and analytical synthesis.

Moreover, Ellahi and Sharif (2020) specifically noted that curriculum has a significant effect on students' critical thinking, with 64% of students demonstrating high critical thinking skills. However, the studies also highlight challenges, including inconsistent implementation and the need for teacher training to fully realize the curriculum's potential.

Table 14 depicts the relevance of the curriculum to the development of human-related skills.

Table 14. ***Relevance of the Curriculum on the Development of Human-Related Skills***

Statement	*M*	*SD*	*DE*
I can cooperate with joy and willingness in school faculty activities.	3.72	.526	Highly Relevant
I can get along with co-teachers and other staff.	3.70	.520	Highly Relevant
I have an understanding of civil and social responsibilities, human rights, and sustainability.	3.74	.489	Highly Relevant
I can relate well with learners and my parents.	3.72	.509	Highly Relevant
I can maintain a healthy and adequate public relations for the profession and for the school	3.74	.483	Highly Relevant
Composite	**3.72**	**.453**	**Highly Relevant**

Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

It shows that "I have an understanding of civil and social responsibilities, human rights, and sustainability" (*M=3.74; SD=.489*), and "I can maintain a healthy and adequate public relations for the profession and for the school" (*M=3.74; SD=.483*) posted the highest ratings while the lowest is with "I can get along with co-teachers and other staff."(*M=3.70; SD=.520*). This indicates that graduates perceive themselves as socially responsible and capable of upholding positive professional relationships and that interpersonal collaboration in the workplace may be an area that warrants further attention.

The composite rating (*M=3.72; SD=.453*) signifies that the graduates perceived that the curriculum is Highly Relevant to the development of human-related skills. In support to this, Sarsale et al. (2024) pointed out that education graduates perceived that the curriculum is highly relevant to the development of human-related skills, as it enhances employment opportunities.

Table 15 reflects the relevance of the curriculum to the development of research skills.

Table 15. ***Relevance of the Curriculum on the Development of Research Skills***

Statement	*M*	*SD*	*DE*
I can summarize information, explain the aims, motives, results, and conclusions of the research	3.69	.503	Highly Relevant
I can look for alternatives to common or accepted methods and solutions.	3.63	.532	Highly Relevant
I can gather data and designate a data gathering tool.	3.64	.520	Highly Relevant
I can identify and design an appropriate experimental procedure, understanding the limitations and scope of an experimental design.	3.65	.542	Highly Relevant
Composite	**3.65**	**.482**	**Highly Relevant**

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Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

As shown, the statement with the highest rating is "I can summarize information, explain the aims, motives, results, and conclusions of the research" (*M=3.69; SD=.503*), while the lowest is "I can look for alternatives to common or accepted methods and solutions." (*M=3.63; SD=.532*). This means that graduates perceive themselves as competent in understanding and articulating research findings, but innovative or alternative problem-solving approaches may be an area for further development.

In total, the mean rating (*M=3.65; SD=.482*) denotes that the curriculum is Highly Relevant to the development of research skills. Furthermore, Carrera Hernandez (2020) highlighted that the curriculum is highly relevant to the development of research skills in education graduates, as it needs to be linked with research for successful graduate program development.

Table 16 summarizes the skills acquired by graduates and their relevance to their respective work environments.

Table 16. ***Summary of Skills***

Statement	*M*	*SD*	*DE*
Content-Based Skills	3.72	.410	Highly Relevant
Lesson Planning Skills	3.68	.498	Highly Relevant
Instructional materials	3.67	.519	Highly Relevant
Variety of Methods	3.69	.493	Highly Relevant
Communication Skills	3.71	.443	Highly Relevant
Information Technology Skills	3.75	.398	Highly Relevant
Problem-Solving Skills	3.68	.444	Highly Relevant
Critical Thinking Skills	3.69	.448	Highly Relevant
Human Relations Skills	3.72	.453	Highly Relevant
Research Skills	3.65	.482	Highly Relevant
Grand Mean	**3.69**	**.393**	**Highly Relevant**

Scale of Means: 4.00–3.25 Highly Relevant; 3.24–2.50 Moderately Relevant; 2.49–1.75 Slightly Relevant; 1.74–1.00 Not Relevant; M-Mean; SD-Standard Deviation; DE-Descriptive Equivalent

As reflected, the highest rating among the skills is on Information Technology Skills (*M=3.75; SD=.398*), followed by both Content-Based Skills (*M=3.72; SD=.410*) and Human-Relations Skills (*M=3.72; SD=.453*), while the lowest is with Research Skills (*M=3.65; SD=.482*). This indicates that graduates perceive themselves as highly competent in using technology in their professional roles and there is a balanced strength in subject mastery and interpersonal competencies.

The grand mean rating (*M=3.69; SD=.393*) indicates that collectively the skills acquired by the graduates are Highly Relevant in their respective work environments. Similarly, Ramraj and Marimuthu (2020) confirmed that skills from educational modules are "indispensable in industry".

These findings suggest that while the curriculum effectively equips graduates with practical and interpersonal skills, further emphasis on strengthening research competencies may enhance their overall professional preparedness.

Table 17 displays the graduates' attributes gained at the University.

Table 17. ***Qualities, skills, and understandings gained while in the university***

Quality	**f**	**%**
Effective Communication, leadership, and people skills	601	91.30
Creative and critical thinking skills with results orientation	595	90.40
Social, ethical, and environmental responsibility	576	87.50
Professional and entrepreneurial competence	496	75.40
Self-driven learner	473	71.90
Ethical professional	508	77.20
Life-long learner	556	84.50
Technically competent	395	60.00
Committed to improving society	459	69.80
Global citizen	409	62.20
Others		

Total number of cases: 658; f-frequency; %-percentage

The highest response rate is "Effective Communication, leadership, and people skills" with 601(91.30%), followed by "Creative and critical thinking skills with results orientation" with 595(90.40%) and "Social, ethical, and environmental

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responsibility" with 576(87.50%). On the other hand, the lowest response rate is with "Global Citizen", with 409(62.00%), and "Technically competent", with 395 (60.00%). This suggests that graduates may perceive themselves as less prepared in terms of global awareness and advanced technical expertise. In similar vein, Chigbu and Nekhwevha (2022) stated that graduates' perceived job preparedness varies by faculty due to skill inequalities; universities play a crucial role in preparing students for the workforce.

Overall, these findings imply that while the curriculum effectively cultivates soft skills and ethical awareness, there is a need to further strengthen technical competencies and global perspectives to better align graduates' skills with evolving professional and international demands.

Table 18 shows the suggestions to enhance the competitive edge of BPSU graduates.

Table 18. ***Suggestions to enhance the competitive edge of BPSU graduates***

	f	%
Review and update the curriculum and syllabi	363	55.20
Employ only competent faculty members and continuously train them to update and improve their teaching competencies	354	53.80
Add more major subjects	129	19.60
Upgrade the facilities	400	60.80
Limit the class size to 30 or fewer	279	42.40
Others	80	12.20

Total number of cases: 658; f-frequency; %-percentage

The highest response rate among the suggestions is "Upgrade the facilities" with 400(60.80%), followed by "Review and update the curriculum and syllabi" with 363(55.20%), and "Employ only competent faculty members and continuously train them to update and improve their teaching competencies" with 354 (53.80%), while "Limit the class size to 30 or fewer" is with 279(42.40%) and "Add more major subjects" is with 129(19.60%). Moreover, 80 (12.20%) expressed other suggestions. This suggests that class size and program expansion are considered less urgent concerns and the presence of varied and specific improvement needs not captured by the listed options. In support, Jamshaid et al. (2024) pointed out that upgrading school facilities positively impacts student academic performance by enhancing progressive insight and overall growth, as insufficient facilities negatively affect achievements.

Overall, these findings imply that graduates prioritize improvements in learning resources, curriculum relevance, and faculty development as key strategies for enhancing the quality of the program.

CONCLUSIONS

This tracer study examined the employment outcomes, workplace readiness, and curricular relevance of Bachelor of Secondary Education (BSEd) graduates of Bataan Peninsula State University from 2020 to 2025. The findings indicate that most graduates were able to secure employment within a relatively short period after graduation, primarily within the local region. Teaching remained the dominant career pathway, although a notable proportion of graduates were employed in non-teaching roles, highlighting the adaptability of the program to varied labor market demands. Overall work satisfaction was reported at moderate to high levels, suggesting a generally positive transition from pre-service preparation to professional practice.

Alignment between graduates' current occupations and their field of specialization was evident, particularly among those employed in education-related positions. Graduates also reported a high level of perceived workplace readiness, reflecting confidence in applying competencies acquired during their training. These outcomes suggest that the BSEd program provides adequate preparation for both teaching and alternative professional contexts.

The teacher education curriculum was consistently rated as highly relevant to workplace requirements across key competency domains, including content mastery, instructional planning and strategies, communication, information technology, problem-solving, critical thinking, human relations, and research skills. Information technology, content-based, and interpersonal competencies emerged as notable strengths, while research-related skills, although positively rated, were identified as an area for further enhancement.

Beyond employability, the program contributed meaningfully to graduates' personal and professional development by fostering effective communication, ethical and social responsibility, leadership, critical and creative thinking, and a lifelong learning orientation. The transferability of these competencies supported graduates' successful adaptation to both teaching and non-teaching work environments. Overall, the findings affirm the effectiveness and relevance of the BSEd program in producing employable and workplace-ready graduates, while underscoring the importance of continuous curriculum review, faculty development, and resource enhancement to address evolving educational and employment demands.

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