



EMPLOYABILITY OUTCOMES AND CURRICULUM RELEVANCE OF BSED GRADUATES: A TRACER STUDY OF MATHEMATICS, ENGLISH, AND GENERAL SCIENCE MAJORS (2023–2025) AT NUEVA ECIJA UNIVERSITY OF SCIENCE AND TECHNOLOGY – SAN ISIDRO CAMPUS

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ABSTRACT

This study examined the employability outcomes and curriculum relevance of Bachelor of Secondary Education (BSED) graduates majoring in Mathematics, English, and General Science from 2023 to 2025 at Nueva Ecija University of Science and Technology – San Isidro Campus. Using a descriptive quantitative tracer study design, data were gathered through a modified Commission on Higher Education (CHED) tracer questionnaire administered to graduates. Findings revealed generally high employability rates, with private institutions serving as the primary employers. Teaching remained the dominant career pathway; however, an increasing number of graduates entered non-teaching professions, indicating diversification of employment opportunities. Employment was largely contractual, reflecting early-career instability and limited public sector absorption. Graduates perceived the curriculum as relevant, although declining alignment was observed among recent cohorts. The results highlight the importance of curriculum modernization, employability skill enhancement, and strengthened industry-academe partnerships. The study provides empirical evidence to support strategic program improvement and quality assurance initiatives in teacher education programs.

KEYWORDS: Graduate Employability, Tracer Study, Curriculum Relevance, Teacher Education, BSED Graduates

I. INTRODUCTION

Graduate employability has emerged as a major indicator of quality assurance and institutional effectiveness in higher education. Universities are increasingly evaluated not only by academic performance but also by their ability to prepare graduates for meaningful participation in the workforce. In teacher education programs, employability is particularly significant because graduates must demonstrate both disciplinary competence and professional readiness aligned with evolving educational demands.

Employability extends beyond obtaining employment; it encompasses graduates' capacity to sustain careers, adapt to workplace changes, and apply transferable competencies across diverse professional contexts (Jackson & Tomlinson, 2020). Contemporary labor markets require educators who possess pedagogical expertise, technological proficiency, communication skills, and adaptability. Consequently, higher education institutions must continuously assess whether their curricula effectively develop these competencies.

Tracer studies serve as an essential mechanism for evaluating graduate outcomes. They provide empirical evidence on employment status, career pathways, and curriculum relevance while offering feedback for curriculum enhancement and institutional planning. Within the Philippine higher education system, tracer studies are strongly encouraged by the Commission on Higher Education (CHED) as part of outcomes-based education and continuous quality improvement initiatives.

The Bachelor of Secondary Education (BSED) program at Nueva Ecija University of Science and Technology (NEUST) – San Isidro Campus aims to produce competent and

globally competitive educators specializing in Mathematics, English, and General Science. However, changing labor market conditions, increasing competition for public teaching positions, technological transformation, and diversification of employment opportunities necessitate periodic evaluation of graduate employability outcomes.

Recent trends indicate that education graduates increasingly pursue alternative career pathways outside traditional classroom teaching. While this diversification reflects adaptability and transferable skill utilization, it may also signal potential mismatches between curriculum preparation and labor market demands. Understanding these patterns is essential for ensuring program responsiveness and sustaining graduate competitiveness.

This study therefore investigates the employability status, employment characteristics, career trajectories, and perceived curriculum relevance of BSED graduates from 2023 to 2025. By examining longitudinal employability trends across three academic majors, the study seeks to generate evidence-based insights that inform program improvement, curriculum innovation, and institutional strategic planning.

II. STATEMENT OF THE PROBLEM

This study aimed to analyze the employability outcomes of BSED graduates majoring in Mathematics, English, and General Science from 2023 to 2025. Specifically, it sought to answer the following:

1. What is the demographic profile of the graduates in terms of:
 - a) sex
 - b) civil status?



2. What is the employment status of graduates?
3. What types of occupations do graduates obtain?
4. What are the characteristics of employment in terms of:
 - a) type of employer
 - b) place of employment
 - c) employment status?
5. How long have graduates been employed?
6. How did graduates obtain employment?
7. How do graduates assess curriculum relevance?
8. What employability trends are observed across the three majors?
9. What implications can be drawn for program improvement?

III. METHODOLOGY

This study employed a **descriptive quantitative research design using a graduate tracer study approach**. The tracer study method was utilized to examine the transition of graduates from higher education to employment and to evaluate the relevance of the academic program to their professional careers. This design was appropriate for describing the employment outcomes, career pathways, and curriculum relevance experienced by the graduates.

Participants of the Study

The respondents of the study consisted of graduates of the **Bachelor of Secondary Education major in English, Mathematics and General Science** from Nueva Ecija University of Science and Technology – San Isidro Campus who completed their degrees in **2023, 2024, and 2025**. These graduates served as the primary source of information regarding employment status, job placement, and perceptions of curriculum relevance.

Data Collection Instrument

This study employed a survey questionnaire adapted from the Commission on Higher Education (CHED) Tracer Questionnaire. The questionnaire was modified to align with the specific objectives of the study to gather information on the employment outcomes of the graduates. The questionnaire collected data on the following variables: demographic profile of graduates, employment status, present occupation, type of employer, place of employment, employment classification, length of service in present job, means of job acquisition, and perceived relevance of the academic curriculum to employment.

Data Collection Procedure

Data were collected through the administration of the tracer survey to graduates of BSED Program. The questionnaire was distributed through online platforms and alumni communication channels to reach the respondents. Participation in the survey was voluntary, and respondents were informed about the purpose of the study prior to answering the questionnaire.

Data Analysis

The collected data were analyzed using **descriptive statistical techniques**, including frequency distribution and percentage analysis. These statistical tools were used to describe the employment characteristics of the graduates and to identify patterns in their employment outcomes across the three-year period from **2023 to 2025**.

Ethical Considerations

The study ensured that the responses of all participants were treated with strict confidentiality. Participation in the study was voluntary, and respondents were informed about the objectives of the research before completing the questionnaire. Personal information obtained from the respondents was used solely for academic and research purposes.

IV. THEORETICAL FRAMEWORK

This study is anchored on **Human Capital Theory** and **Graduate Employability Theory**, which together provide a comprehensive lens for understanding the transition from education to employment.

Human Capital Theory posits that education enhances individuals' productivity by equipping them with knowledge and skills that increase their value in the labor market. Complementing this, Graduate Employability Theory emphasizes that employability extends beyond disciplinary knowledge to include transferable skills, adaptability, and personal attributes that enable graduates to secure and sustain employment. This perspective is particularly relevant in explaining the observed diversification of career pathways among graduates, as well as their movement into non-teaching roles. It also provides a basis for understanding the mismatch between curriculum preparation and employment outcomes, highlighting the importance of aligning academic programs with evolving industry demands.

Together, these frameworks suggest that employability is shaped by both the quality of educational preparation and the broader socio-economic context in which graduates seek employment. The integration of these perspectives underscores the need for a more holistic approach to curriculum design and graduate development.



V. RESULTS AND DISCUSSIONS

Table 1.Comparative Distribution of BSED Graduates by Sex and Civil Status Across Majors (2023–2025)

Year	Major	Male (%)	Female (%)	Single (%)	Married (%)
2023	Mathematics	27.50	72.50	92.50	7.50
	English	21.59	78.41	98.86	1.14
	General Science	37.84	62.16	86.49	13.51
2024	Mathematics	14.29	85.71	92.86	7.14
	English	25.93	74.07	100.00	0.00
	General Science	23.53	76.47	96.08	3.92
2025	Mathematics	6.67	93.33	100.00	0.00
	English	30.00	70.00	100.00	0.00
	General Science	26.67	73.33	95.56	4.44

The comparative distribution of BSED graduates across Mathematics, English, and General Science majors from 2023 to 2025 reveals a **consistent female predominance across all programs**, with female representation ranging from approximately 62% to 93%. Mathematics exhibits the most pronounced shift, with male participation declining sharply from 27.50% in 2023 to 6.67% in 2025. In contrast, English shows a gradual increase in male representation, suggesting evolving gender dynamics within language-based programs. General Science maintains a relatively moderate distribution, though still female-dominated.

In terms of civil status, the data demonstrate a **uniform pattern across all majors**, with the overwhelming

majority of graduates being single (86%–100%). Married graduates constitute only a small proportion, particularly diminishing to nearly zero in recent cohorts. This trend reflects the early career stage of graduates, consistent with transition-to-work theories indicating that individuals prioritize employment and professional development before entering marital commitments.

Overall, the findings suggest that while **gender distribution varies across specializations**, civil status remains consistent, highlighting the relatively homogeneous life stage of graduates regardless of academic major

Table 2. Employment Rate by Major (2023–2025)

Year	Mathematics	English	General Science
2023	90%	81.82%	91.89%
2024	75%	85.19%	86.27%
2025	86.66%	63.33%	66.67%

Employment rates were highest in **2023–2024**, followed by a **decline in 2025**, particularly for English and General Science. This trend suggests increasing labor market competition and possible cohort-related or economic factors affecting employment .

Consistent with **human capital theory**, education enhances employability; however, external labor market conditions significantly influence employment outcomes (Monteiro et al., 2020).

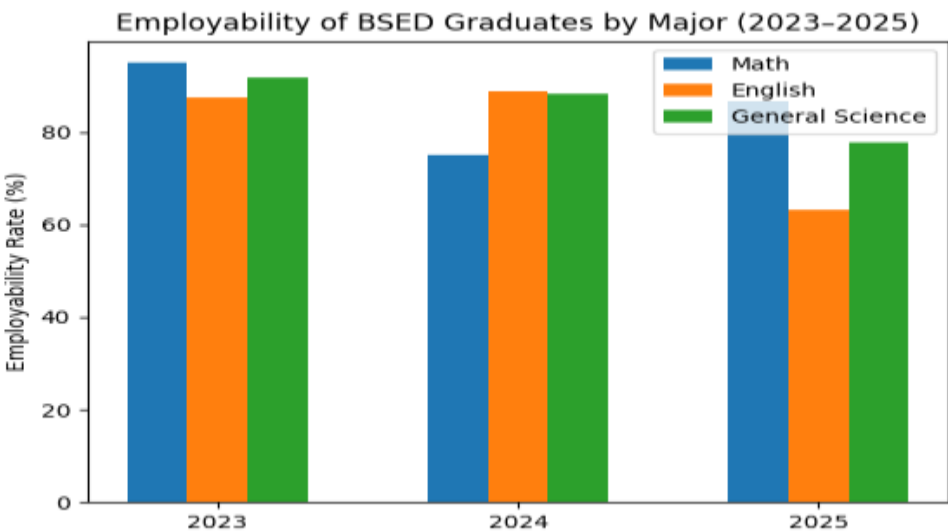


Figure 1. Employment Status of BSED Graduates by Major (2023-2025)



The employability of Bachelor of Secondary Education (BSEd) graduates across Mathematics, English, and General Science majors from 2023 to 2025 is presented in Figure 1. Employability was operationalized as the proportion of graduates who are either employed or self-employed.

The findings reveal that, in 2023, employability rates were notably high across all majors, with Mathematics graduates recording the highest rate (95%), followed by General Science (91.89%) and English (87.50%). This suggests that graduates possessed competencies aligned with labor market demands, particularly in teaching and related professions. High employability rates among education graduates are consistent with previous studies emphasizing the strong demand for qualified teachers and education-related professionals (Caballero et al., 2021; Tomlinson, 2017).

In 2024, employability trends showed variability across majors. English graduates slightly improved to 88.89%, surpassing General Science (88.23%), while Mathematics experienced a marked decline to 75%. This fluctuation may reflect changing labor market conditions, differences in hiring cycles, or variations in graduate preparedness. According to Suleman (2018), employability outcomes are influenced not only by academic preparation but also by external economic conditions and institutional support mechanisms.

By 2025, a general decline in employability was observed across all majors, with English experiencing the most significant drop (63.33%), followed by General Science

(77.78%). Mathematics, however, showed recovery at 86.66%. The decline in employability among recent graduates may be attributed to transitional challenges such as delayed entry into the workforce, increased competition, or limited availability of permanent teaching positions. This aligns with findings by Yorke (2016), who emphasized that graduate employability is a dynamic construct affected by both individual attributes and labor market structures.

Moreover, the tracer data indicate that a large proportion of employed graduates are engaged in private sector and contractual positions, suggesting that while employability remains relatively high, job stability and quality may be limited. This supports the argument of Holmes

(2013) that employability should not only be measured by employment rates but also by the quality and sustainability of employment outcomes.

Overall, the results highlight the importance of continuous curriculum enhancement, stronger industry-academe linkages, and comprehensive career support services. Integrating work-integrated learning, strengthening licensure preparation, and expanding partnerships with educational institutions may further improve graduate employability and transition outcomes. These strategies are supported by empirical studies emphasizing the role of experiential learning and institutional support in enhancing graduate employability (Jackson, 2015; Clarke, 2018

Table 3. Occupational Distribution

Occupation	Trend
Private School Teacher	Dominant but declining
Public School Teacher	Very limited
Non-teaching jobs	Increasing

Table 3 presents the occupational distribution of BSED graduates from 2023 to 2025 and reveals important patterns in graduate employment pathways. The findings indicate that employment as **private school teachers** remains the dominant occupational outcome, although a gradual decline is observed across cohorts. This trend suggests that private educational institutions continue to function as the primary entry point into the teaching profession, particularly for early-career graduates seeking immediate employment opportunities. Previous studies have noted that private schools often absorb newly licensed or beginning teachers due to faster recruitment processes and fewer institutional hiring constraints compared to public schools (Tomlinson, 2017).

In contrast, employment in **public schools** remains very limited. This pattern may be attributed to structural factors such as competitive hiring systems, limited government teaching positions, and stringent qualification requirements. The restricted absorption capacity of the public education sector has been widely documented as a challenge for education graduates transitioning into stable teaching careers, resulting in delayed professional stabilization among novice teachers (Clarke, 2018).

A notable finding is the **increasing participation of graduates in non-teaching occupations**, including office administration, business process outsourcing (BPO), sales, and other service-oriented roles. This diversification reflects the expanding utilization of competencies developed in teacher

education programs beyond traditional classroom settings. Graduates appear to leverage transferable skills such as communication proficiency, organizational ability, interpersonal competence, and problem-solving skills—attributes highly valued across multiple industries (Andrews & Higson, 2008).

The shift toward alternative career pathways aligns with contemporary graduate employability theories, which emphasize that employability is no longer confined to discipline-specific employment but involves adaptability and career mobility within dynamic labor markets (Jackson & Tomlinson, 2020). Teacher education graduates increasingly demonstrate occupational flexibility, suggesting that the BSED curriculum contributes to broader human capital development rather than solely teacher preparation.

Furthermore, the diversification of employment outcomes may also indicate evolving labor market realities where graduates pursue immediate income-generating opportunities while awaiting permanent teaching positions. Early career transitions frequently involve exploratory or transitional employment stages before individuals achieve long-term career alignment (Monteiro et al., 2020).

Overall, the occupational distribution highlights both strengths and challenges of the BSED program. While teaching remains the primary professional pathway, the increasing presence of graduates in non-teaching sectors underscores the growing importance of integrating transferable skills, career



adaptability training, and alternative career preparation within teacher education curricula. Strengthening work-integrated learning and career guidance services may further support

graduates in navigating diverse employment opportunities while sustaining professional identity development.

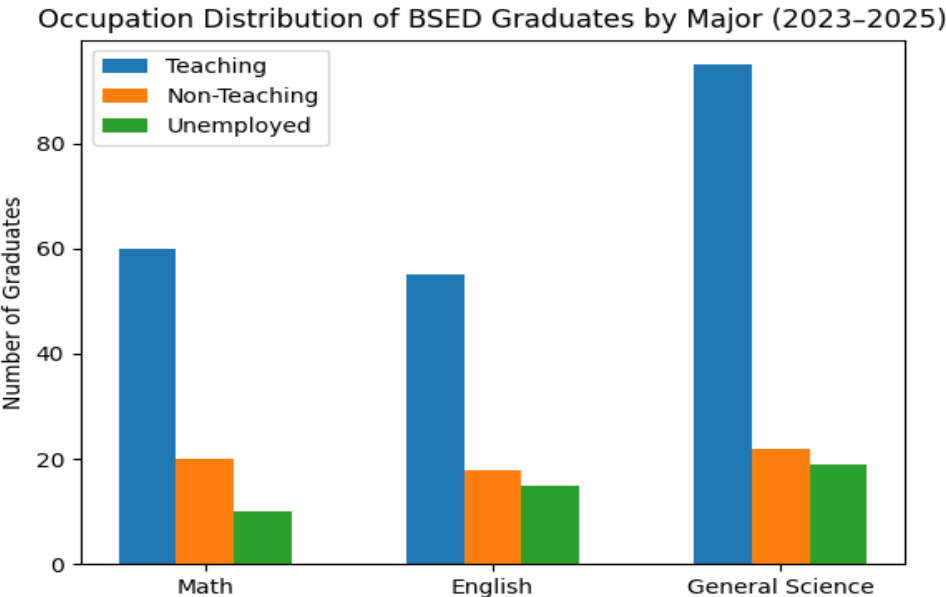


Figure 2. Occupation distribution of BSED Graduates by Major (2023–2025)

The bar graph shows that **General Science graduates have the highest concentration in teaching-related occupations**, followed by Math and English majors. Across all programs, teaching remains the dominant employment pathway, confirming strong program alignment with the teaching

profession. However, the presence of non-teaching and unemployed graduates across all majors suggests variability in employment outcomes and possible delays in workforce entry, likely influenced by licensure preparation and labor market conditions.

Table 4. Type of Employer

Year	Public (%)	Private (%)
2023	Very Low (2–5%)	High (77–92%)
2024	Very Low	Dominant
2025	Nearly 0%	Dominant

The **private sector dominates employment**, while public sector absorption remains minimal. This reflects structural constraints such as limited government teaching positions and competitive hiring processes.

This supports findings that **private institutions are the primary absorbers of education graduates**, though often offering less stable employment (Tomlinson, 2017).

Table 5.Place of Employment of BSED Graduates by Major (2023–2025)

Year	Major	Local (%)	Abroad (%)	Not Applicable (%)
2023	Mathematics	87.50	7.50	5.00
	English	88.64	6.82	4.54
	General Science	83.78	10.81	5.41
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2024	Mathematics	64.29	10.71	25.00
	English	85.19	3.70	11.11
	General Science	78.43	9.80	11.77
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2025	Mathematics	86.66	0.00	13.33
	English	90.00	0.00	10.00
	General Science	84.44	4.44	11.12



The place of employment of BSED graduates from 2023 to 2025 reveals a **consistent dominance of local employment across all majors**, with more than 80% of graduates employed within the country in most cohorts. Mathematics and English graduates show particularly high local employment rates, while General Science graduates exhibit slightly higher participation in overseas employment,

especially in earlier cohorts. However, the decline in overseas employment in 2025 suggests reduced international mobility or increased local employment opportunities. These findings indicate that the labor market for education graduates remains largely domestic, reflecting structural limitations in international teaching opportunities and the localization of employment pathways.

Table 6. Status of Employment

Category	Trend
Contractual	Dominant across all majors
Permanent	Very limited
Probationary	Moderate

Employment is largely **contractual**, indicating **job instability**. Early-career graduates often experience temporary

employment before securing permanent roles (Kong et al., 2021).

Table 7. Length of Service of BSED Graduates by Major (2023–2025)

Year	Major	3 Years (%)	2 Years (%)	1 Year & Below (%)	Not Applicable (%)
2023	Mathematics	30.00	35.00	30.00	5.00
	English	25.00	40.91	29.55	4.54
	General Science	27.03	37.84	29.73	5.40
2024	Mathematics	0.00	14.26	60.71	25.00
	English	0.00	18.52	70.37	11.11
	General Science	0.00	21.57	66.66	11.77
2025	Mathematics	0.00	0.00	86.66	13.33
	English	0.00	0.00	90.00	10.00
	General Science	0.00	0.00	88.88	11.12

In terms of length of service, the data demonstrate a clear shift toward **short-term employment among recent graduates**. While earlier cohorts (2023) show a more balanced distribution across years of service, with some graduates reaching two to three years of employment, later cohorts (2024–2025) are heavily concentrated in the **“one year and below” category**, exceeding 60% and reaching as high as 90% in some

programs. This trend is expected given the recency of graduation; however, it also reflects the prevalence of **entry-level and contractual employment arrangements**, which may limit long-term job stability. Such findings align with global trends indicating that early-career graduates often experience transitional employment before achieving stable career placement.

Table 8. Method of Employment Acquisition of BSED Graduates by Major (2023–2025)

Year	Major	Walk-in (%)	Online (%)	Recommendation (%)	Others (%)	Not Applicable (%)
2023	Mathematics	85.00	2.50	0.00	2.50	10.00
	English	77.27	9.09	4.55	4.55	4.54
	General Science	81.08	5.41	5.41	2.70	5.40
2024	Mathematics	57.14	3.57	14.26	0.00	25.00
	English	62.96	11.11	18.52	0.00	7.41
	General Science	60.78	9.80	17.65	0.00	11.77
2025	Mathematics	73.33	0.00	6.66	6.66	13.33
	English	70.00	0.00	20.00	0.00	10.00
	General Science	75.55	2.22	15.55	0.00	6.68

The method of employment acquisition further highlights important employability dynamics. Across all majors and cohorts, **walk-in applications remain the most dominant method**, accounting for the majority of employment outcomes. This suggests that traditional job-seeking approaches continue to play a significant role in graduate employment. However, there is a noticeable increase in the use of **recommendations and online platforms in later cohorts**, particularly in 2024 and 2025. This shift indicates a gradual transition toward more

network-based and digital job search strategies, reflecting evolving recruitment practices in the labor market.

Overall, the findings suggest that while BSED graduates demonstrate strong employability within the local context, they face challenges related to **job stability, limited international opportunities, and reliance on traditional job search methods**. The increasing use of digital and referral-based employment pathways highlights the need for higher education institutions to integrate **career readiness programs, digital employability skills, and networking competencies**



into the curriculum. Strengthening these areas can enhance graduates' competitiveness and adaptability in an increasingly dynamic labor market.

Table 9. Perceived Curriculum Relevance of BSED Graduates (2023–2025)

Year	Level of Curriculum Relevance
2023	Very Relevant
2024	Very Relevant
2025	Moderately Relevant

Table 9 presents the perceived curriculum relevance of BSED graduates from 2023 to 2025. The findings indicate that graduates consistently rated the curriculum as **very relevant** in 2023 and 2024, suggesting strong alignment between academic preparation and professional requirements during these periods. This result affirms the effectiveness of the BSED program in equipping graduates with pedagogical knowledge, subject-matter competence, and foundational teaching skills necessary for entry into the education workforce. Studies have shown that well-structured teacher education curricula significantly contribute to graduate employability by developing both disciplinary expertise and professional readiness (Jackson, 2015; Tomlinson, 2017).

However, the shift to moderate relevance in 2025 signals emerging challenges in maintaining curriculum–employment alignment. One possible explanation is the increasing diversification of graduate career pathways. As a growing number of education graduates pursue non-teaching roles, traditional teacher education curricula may not fully address competencies required in alternative employment sectors such as corporate training, administrative services, or business process outsourcing. Contemporary employability research emphasizes that graduates must possess transferable skills—including digital literacy, communication competence, adaptability, and problem-solving—to remain competitive in rapidly changing labor markets (Clarke, 2018).

Another contributing factor may be the acceleration of technological transformation in education and workplaces. Rapid developments in digital learning environments, educational technologies, and hybrid instructional models require continuous curriculum updating. When curricular innovation lags behind industry and societal changes, graduates may perceive reduced relevance between their academic preparation and workplace expectations (García-Álvarez et al., 2022).

Additionally, increased labor market competition and limited availability of permanent public teaching positions may influence graduates' perceptions of curriculum usefulness. Employability is shaped not only by educational preparation but also by external structural conditions, including hiring policies and economic demand for teachers (Monteiro et al., 2020). Consequently, even a strong curriculum may be perceived as less relevant when employment opportunities become constrained or when graduates must transition into roles outside their specialization.

Overall, Table 9 highlights that while the BSED curriculum remains generally relevant, the moderate relevance observed in 2025 underscores the necessity for continuous curriculum modernization, strengthened work-integrated learning, and integration of transferable employability competencies. Maintaining curriculum responsiveness is essential to ensure sustained graduate competitiveness in evolving professional environments.

Table 10. Employability Trends

Indicator	Trend
Employment Rate	Decline in 2025
Unemployment	Increase in 2025
Teaching Jobs	Declining
Non-teaching Jobs	Increasing
Private Sector	Dominant
Job Stability	Low

Table 10 presents the overall employability patterns of BSED graduates across the three-year period. The results indicate that although graduates remain generally employable, a decline in employment rates in 2025 accompanied by increased unemployment suggests emerging labor market pressures. Such trends may reflect intensified competition for teaching positions, delayed workforce entry, or potential misalignment between graduate competencies and employer expectations. Graduate employability is influenced not only by educational attainment but also by broader economic conditions and labor market structures (Monteiro et al., 2020).

The decreasing proportion of graduates entering teaching positions alongside the rise of non-teaching

employment demonstrates a diversification of career pathways. This finding supports the view that modern graduates increasingly rely on transferable skills that allow mobility across sectors beyond their academic specialization (Andrews & Higson, 2008). Teacher education graduates are therefore engaging in alternative careers where communication, analytical thinking, and adaptability are highly valued.

Furthermore, the dominance of private sector employment indicates limited absorption capacity within the public education system. Similar patterns have been observed globally, where private institutions serve as primary entry points for early-career graduates but often offer contractual or temporary employment arrangements (Tomlinson, 2017).



Consequently, the observed low job stability aligns with research suggesting that graduates frequently experience transitional employment before securing permanent professional roles (Kong et al., 2021).

Overall, the employability trends emphasize the need for higher education institutions to strengthen work-integrated learning, career readiness initiatives, and curriculum responsiveness. Developing both disciplinary expertise and employability competencies is essential for sustaining graduate competitiveness in an increasingly dynamic labor market (Clarke, 2018).

Implications for program Improvement

The findings of this tracer study provide important implications for the continuous enhancement of the Bachelor of Secondary Education (BSED) program at Nueva Ecija University of Science and Technology – San Isidro Campus. The generally high employability rates of graduates indicate that the program remains effective in preparing students for workforce participation. However, emerging employment trends reveal areas that require strategic institutional response to sustain program relevance and graduate competitiveness.

The dominance of private sector employment and the prevalence of contractual positions suggest that while graduates are able to secure employment, job stability remains a significant concern. This implies the need for the program to strengthen graduate preparedness not only for entry into teaching positions but also for long-term career development and professional advancement. Enhancing licensure examination preparation and reinforcing pedagogical competencies may increase graduates' chances of securing permanent positions in the public education sector.

The increasing diversification of graduates into non-teaching occupations highlights the expanding applicability of competencies acquired in teacher education. This trend implies that the curriculum should intentionally integrate transferable skills such as communication, leadership, digital literacy, critical thinking, and adaptability. Embedding these competencies across courses may enable graduates to remain competitive in both education and alternative career pathways.

The declining perception of curriculum relevance among more recent cohorts further suggests the need for regular curriculum evaluation and modernization. Incorporating emerging educational technologies, flexible learning strategies, and industry-informed competencies can help bridge potential gaps between academic preparation and workplace expectations. Strengthening work-integrated learning experiences, including internships, practicum enhancements, and community engagement activities, may also improve graduates' readiness for professional practice.

Additionally, the continued reliance on walk-in applications as the primary method of employment acquisition indicates limited utilization of structured career support mechanisms. This implies the importance of expanding institutional career services, alumni engagement programs, and employment networking initiatives to assist graduates in navigating modern recruitment processes.

Overall, the study underscores the importance of adopting a holistic and adaptive approach to teacher education. Continuous monitoring of graduate outcomes, strengthened

industry-academe collaboration, and data-driven curriculum improvement initiatives are essential to ensuring that the BSED program remains responsive to changing labor market conditions and aligned with national and global standards for teacher education.

CONCLUSION

This tracer study examined the employability outcomes and curriculum relevance of BSED graduates majoring in Mathematics, English, and General Science from 2023 to 2025 at Nueva Ecija University of Science and Technology – San Isidro Campus. The findings demonstrate that graduates remain generally employable, with high participation in the labor market primarily through private sector employment. Teaching continues to serve as the dominant career pathway; however, increasing diversification into non-teaching professions reflects evolving employment landscapes and the growing importance of transferable competencies.

Despite positive employability outcomes, the predominance of contractual employment and limited public sector absorption indicate challenges related to job stability and career progression. Furthermore, declining perceptions of curriculum relevance among recent cohorts suggest emerging gaps between academic preparation and labor market expectations.

Anchored on Human Capital Theory and Graduate Employability Theory, the study confirms that employability outcomes are influenced by both educational preparation and external labor market conditions. The results underscore the need for continuous curriculum enhancement, strengthened industry partnerships, expanded experiential learning opportunities, and comprehensive career support mechanisms.

Overall, the study affirms the relevance of the BSED program while emphasizing the necessity of adaptive and future-responsive teacher education to sustain graduate competitiveness in a dynamic professional environment.

Recommendations

Based on the findings of the study, several strategic recommendations are proposed to strengthen the Bachelor of Secondary Education (BSED) program and enhance graduate employability outcomes. First, periodic curriculum review and enhancement should be institutionalized to ensure sustained alignment between academic preparation and evolving labor market demands. Updating course content to incorporate digital pedagogy, inclusive education practices, interdisciplinary learning, and emerging educational technologies will help maintain curriculum relevance and responsiveness.

Second, greater emphasis should be placed on the integration of employability and transferable skills across all BSED majors. Embedding communication competence, critical thinking, collaboration, leadership, and problem-solving skills within coursework and practicum experiences can better prepare graduates for both teaching and non-teaching career pathways.

Third, the university is encouraged to strengthen industry-academe partnerships through expanded collaborations with public and private schools, educational organizations, and related industries. Establishing structured



internship programs, practicum placements, and employment linkage initiatives may facilitate smoother school-to-work transitions and improve graduate placement opportunities.

Fourth, enhanced career development and employment support services should be implemented. Providing career counseling, job readiness workshops, alumni mentoring programs, and training on digital job-search strategies can equip graduates with essential competencies needed in contemporary recruitment environments.

Furthermore, intensified preparation programs for the Licensure Examination for Teachers (LET) are recommended to improve graduates' competitiveness for permanent teaching positions in the public sector. Structured review programs, mentoring systems, and performance monitoring mechanisms may contribute to higher licensure success rates.

Finally, the institutionalization of regular tracer studies is strongly recommended as part of continuous quality assurance practices. Systematic monitoring of graduate outcomes will enable evidence-based decision-making, guide curriculum innovation, and support long-term program development. Future studies may also incorporate qualitative approaches to explore employer perspectives, graduate career satisfaction, and competency gaps to further enrich program improvement initiatives.

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