ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

HOLDING THE LICENSE, MISSING THE ROLE: A PHENOMENOLOGICAL STUDY ON THE LIVED EXPERIENCES OF UNEMPLOYED 2024 SOCIAL SCIENCE LET PASSERS FROM EASTERN SAMAR STATE UNIVERSITY CAN-AVID CAMPUS

Mariel E. Biasong, Antonette G. Gamayan, Estelita A. Madriaga

Article DOI: https://doi.org/10.36713/epra31847
DOI No: 10.36713/epra31847

ABSTRACT

Passing the Licensure Examination for Teachers (LET) is an important professional milestone, but it does not guarantee immediate employment. This study explored the lived experiences of eight unemployed 2024 Social Science LET passers from Eastern Samar State University (ESSU) Can-avid Campus. Using a qualitative phenomenological approach, the researchers examined participants' experiences after licensure, the meanings they assigned to unemployment, and the coping strategies they used. Interview and focus-group narratives were analyzed thematically. Six themes emerged: initial triumph followed by emotional decline; professional in-betweenness and identity confusion; pressure from family expectations and social comparison; perceived barriers and systemic challenges in employment; diversion toward alternative career paths; and coping through distraction, faith, and social support. Participants described pride and happiness after passing the LET, followed by uncertainty, self-doubt, and pressure as unemployment continued. They also identified limited vacancies, competition, documentary requirements, and perceived reliance on personal connections as barriers. To manage these challenges, they sought support, practiced faith, kept themselves occupied, and considered other career options. The findings suggest that graduate employment support should include practical preparation, transparent information about hiring, career guidance, and attention to graduates' psychosocial well-being.

INTRODUCTION

Background of the Study

One of the biggest challenges in teacher education is employment, (Collado and Espero, 2025). Every year, thousands of education graduates take the Licensure Examination for Teachers (LET) to become certified professionals. According to Professional Regulation Commission (PRC), the 2024 March and September Licensed Examination for Teachers produced all in all 140, 329 Licensed Professional Teachers. 167 of the mentioned passers are from Eastern Samar State University Can-avid Campus. However, passing the LET does not always guarantee immediate employment. Despite passing the licensure examination for teachers, many 2024 Social Science LET passers remain unemployed. They have they their license, but they are missing their role – being a teacher.

Unemployment is when someone actively seeks employment but cannot secure work because of various factors. Unemployment is a key measure of the country's economy and governance, highlighting the educational system, business industries, authorities' systemic management, and economic practices, (Merriam-Webster). Furthermore, unemployment according to several studies reveals that, the loss of employment often leads to financial instability and can have severe psychological effects, including stress, anxiety, and a diminished sense of self-worth. It also has some negative implications, including a loss of social interaction and identity and decreased self-esteem (Richter, et al., 2020). Also, it is widely established that experiencing unemployment is associated with poor mental health and well-being outcomes, with job loss argued to be amongst the most stressful life events. (Arena. et al.,2022). Anent to this, many unemployed LPTs question their credibility. Licensed Professional Teachers (LPTs) stereotypically view themselves as The Employed, The Un(der)employed, The Determined, The Practical, The Deprived, The Frustrated, The Needy, The Dictated, and The Questioned. These identities reinforce the emergence of themes; un(der)employment; currency of the license; alleged backer-system; and the exodus of LPTs to other countries due to unavailability of teaching items. (Munalim, 2025). In addition to this, according to Aloovi 2025, Key factors contributing to teacher unemployment include misalignment in training curricula, inadequate workforce planning, budget constraints limiting teacher recruitment and the proliferation of private institutions offering low-quality training.

Research also shows that experiences of mental health and coping during unemployment share complex relationship both with each other and with broader personal and sociocultural contexts. Service providers may better meet the mental health needs of those experiencing unemployment by balancing the economic and psychosocial functions of work, understanding that coping is a wholistic issue that goes beyond knowledge of effective strategies, and being aware of the opportunities for self-development that unemployment can create. (Arena, et al.,2022).

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

Several studies have been conducted on teacher unemployment trends in the Philippines. However, there are limited research that focuses specifically on the lived experiences of unemployed Social Science LET passers, particularly those from provincial states such as ESSU Can-avid Campus. Most existing literature centers on employment statistics and job mismatch, but little attention has been given to how unemployed licensed make sense of their situation and cope with challenges they face.

This study addresses this gap by exploring the lives experiences of 2024 Social Science LET passers from ESSU Can-avid Campus who remain unemployed. Through a phenomenological approach, the study aims to uncover how these passers describe their experiences, how they make sense of those experiences, and the coping strategies they employ in facing the challenges of unemployment.

Statement of the Problem

This study aims to investigate the lived experiences of unemployed 2024 social science LET passers from Eastern Samar State University Can-avid Campus. Specifically, it seeks to answer the following questions:

1. What are the lived experiences of 2024 Social Science LET passers after passing the licensure exam?
2. How do they make sense of these experiences?
3. What coping mechanism and strategies do they employ in dealing with the challenges of unemployment?

REVIEW OF RELATED LITERATURE

In this chapter, relevant literature and studies are reviewed to provide a deeper understanding of the lived experiences of unemployed 2024 Social Science LET passers. The review will begin with literature that explores the lived experiences of unemployed licensed teachers, focusing on the challenges they face after passing the Licensure Examination for Teachers. It will then discuss how these individuals make sense of their unemployment experiences. Finally, the review will examine the coping mechanism and strategies employed by unemployed LET passers to deal with the challenges of unemployment.

Lived Experiences of Unemployed Licensed Professional Teachers (LPTs)

Unemployment is known to involve various psychosocial challenges that can negatively impact mental health (Arena, et al., 2022). In addition, it significantly impacts mental wellbeing by triggering an intricate combination of worries, sadness, and numerous mental health illnesses (Yang, et al.,2024).

Furthermore, the fear of unemployment starts even before graduating college. In global context, young people in Turkey experience anxiety even before completing their formal education. Especially among university students, the worry that they cannot find a job after graduation causes an increase in anxiety levels. This increase in the level of anxiety causes young people to wear out spiritually (Ulutaş, et al.,2022). Also, according to the same research, some of the teacher candidates who stated that unemployment means material and moral wear stated that long-term unemployment processes would cause psychological collapse. Despite these emotional challenges, according to Rachmad, 2022, in his theory of Emotional Resilience, which defined as an individual's ability to remain calm, positive, and capable of handling emotional pressure when facing challenging situations. The core concept of this theory is that emotional resilience involves emotional flexibility, the ability to bounce back from difficulties, and the utilization of effective coping strategies. The theory emphasizes the importance of social support, emotional regulation, and self-awareness in the process of building emotional resilience.

Moreover, there are social challenges faced by unemployed individual. These includes financial problems, loss of confidence, stigma, or being forced to work in jobs unrelated to their skills. Undoubtedly, unemployment has a significant impact on the economy, but it may also have an impact on many other aspects of life in general, such as the health and social life of individuals in society (Popîrlan, et al., 2021). Also, there is this term, Social Isolation, which is the other major standalone issue that stems from an extended period of unemployment. When one is unemployed, obviously, his daily contacts with friends and peers are lost and work relationship fades away. Some may prefer to stay alone to prevent themselves from the awkwardness they feel while socializing (Khuhawar & Shah, 2019). Also, according to the study of Mayer & Holllederer (2021), their participants described their family as the main source of social support. Additionally, the respondents also reported social support from their friends and neighbors.

Prior studies have shown that unemployment has serious psychological and social consequences, including anxiety, depression, financial strain, and social isolation (Arena et al., 2022; Yang et al., 2024; Popirlan et al., 2021). Some research highlights how these challenges manifest even before graduation, as teacher candidates already anticipate the risk of unemployment (Ulutaş et al., 2022). Furthermore, coping frameworks such as emotional resilience theory emphasize how individuals attempt to regulate these difficulties through flexibility and support systems (Rachmad, 2022). However, most of these works address general unemployed populations or pre-service teachers in international settings, and very few explore the experiences of licensed but unemployed teachers in the Philippine context. This leaves a gap in understanding the unique emotional and social challenges faced by LET passers who, despite their qualifications, remain without professional placement.

Meaning-Making of Unemployment

Unemployment not only causes mental material hardship but can also affect an individual's sense of identity (i.e their perception of belonging to a specific social group) and, consequently, feelings of personal happiness and subjective well-being (Arena, et al., 2022).

Furthermore, professional identity formation in teaching is typically anchored in active engagement: preparation in teacher education programs, licensure, and daily classroom practice. Identity develops as an interplay between internalized self-

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

concept and external validation. However, for those who are licensed yet unemployed, this formation is suspended in a state of "credentialed liminality"—recognized as having the necessary qualifications but without institutional entry points to enact their teaching identity.

Novice identity literature indicates that teacher identity consolidates through real-time classroom engagement, reflection, and community integration (A novice teacher's identity construction..., 2021). Without the opportunity to teach, new passers lack access to the social and experiential reinforcement that shapes a professional self.

Unemployment not only causes material and psychological hardship but also disrupts an individual's sense of identity and belonging (Arena et al., 2022). For teachers, professional identity is often shaped through active participation in teacher education, licensure, and actual classroom practice, supported by both internal self-concept and external validation. Yet, those who are licensed but unemployed experience a state of "credentialed liminality," where their professional identity is suspended (Novice Teacher Identity Construction, 2021). While existing research provides valuable insights into identity development and the struggles of novice teachers, it largely overlooks the lived experiences of unemployed passers who cannot yet enact their professional role. In the Philippine context, where teaching is held as the "noblest profession," this dissonance may be particularly pronounced. Thus, there remains a gap in understanding how unemployed LET passers make sense of their professional identity in the absence of teaching practice.

Coping Mechanism and Strategies Amid Unemployment

Coping mechanism is a method or process used to deal with problems or difficulties, often involving strategies to manage stress. It's a way of handling challenging situations and can be either conscious or unconscious. (Merriam-Webster).

In the study of Mayer & Holledерer (2021), results respondents stated seeking social support as primarily coping strategy to deal with the stressful biographical phase of unemployment. Interviewees also reported doing household tasks, physical activities and gardening as strategies to structure their day and to fill the available leisure time in unemployment. They s also reported cultural activities, like "listening to music" and "reading", and creative activities, like "crocheting", "embroidery" and "knitting", as distancing and relaxing strategies. Optimism also plays a vital role in coping.

Research suggests that unemployed individuals often employ a range of coping strategies, such as seeking social support, engaging in physical or creative activities, and cultivating optimism to manage stress and structure their daily lives (Mayer & Holledерer, 2021). Coping mechanisms are further understood through psychological frameworks that emphasize emotional regulation and resilience as buffers against distress. However, while these studies provide a broad understanding of coping in unemployment, they seldom examine how such strategies are uniquely experienced by newly licensed but unemployed teachers. In particular, the ways in which LET passers in the Philippines adapt and construct coping mechanisms within their cultural and professional context remain underexplored. This gap highlights the importance of investigating how this group navigates unemployment through distinct strategies of resilience and meaning-making.

METHODS

Research Design

This study will utilize a qualitative descriptive phenomenological research design, which will be appropriate because it will aim to describe the lived experiences of Licensed Professional Teachers (LPTs) who have passed the Licensure Examination for Teachers (LET) but remain unemployed. Descriptive phenomenology, as emphasized by Husserl (1970), will allow the researchers to focus on participants' narratives while setting aside assumptions and biases to capture the meanings, challenges, and emotional responses associated with their current employment status.

Locale of the Study

The research will be conducted at the Eastern Samar State University Can-avid Campus, located in Can-avid, Eastern Samar. A public higher education institution that offers a range of academic programs in teacher education, social sciences, and other disciplines. The campus caters to students from nearby municipalities and plays a vital role in preparing graduates for professional teaching careers. Conducting the study in this locale will provide access to graduates who completed their degree in Social Science Education in 2024, specifically those who have passed the Licensure Examination for Teachers (LET) but remain unemployed. This setting is appropriate, as it allows the researchers to gather rich insights into the challenges faced by newly licensed but unemployed teachers in the province.

Population of the Study

The population of the study will consist of eight to ten Licensed Professional Teachers who graduated in 2024 with a major in Social Science. These participants will be chosen based on the inclusion criteria and will represent unemployed licensed teachers who have not yet secured a teaching position despite passing the Licensure Examination for Teachers. The exact number of participants will be determined through iterative analysis, ensuring that data saturation will guide the final sample size.

Sampling Design

The study will use a purposive sampling, a non-probability sampling technique in which participants will be deliberately selected based on specific inclusion criteria relevant to the research problem. According to Palinkas et al. (2015), purposive sampling is appropriate in qualitative studies as it allows researchers to identify and select individuals who have significant knowledge or lived experiences of the phenomenon being studied. In this study, the participants will be graduates of 2024 from the Bachelor of Secondary Education major in Social Science program at Eastern Samar State University Can-avid Campus who passed the Licensure Examination for Teachers

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

(LET) but remain unemployed. The final number of participants will be determined through the iterative analysis, ensuring that data saturation will guide the adequacy of the sample size.

Inclusion and Exclusion Criteria

To ensure the relevance and consistency of the data, specific inclusion and exclusion criteria were established in selecting the participants for this study. The participants must be 2024 LET passers from the ESSU Can-avid Campus. They must be willing to participate in the study and provide informed consent. Additionally, participants should be available for interviews and must have been currently unemployed at the time of data collection.

On the other hand, the study will exclude individuals who are not 2024 LET passers, graduates from other ESSU campuses or other institutions, and those who do not possess a PRC license. Individuals who are unwilling or unable to give consent, as well as those who are unwilling to commit to the interview schedules, will also be excluded from the study.

Research Instrument/ Questionnaire of the Study

The primary research instrument that will be utilized in this study will be a semi-structured interview guide, which will be self-made by the researchers. This instrument will be designed to gather in-depth responses regarding the lived experiences of the 2024 LET passers from ESSU Can-avid Campus. The questions will be formulated based on the objectives of the study and will undergo expert validation to ensure clarity, relevance, and alignment with the research questions.

The semi-structured format will allow the researchers to maintain consistency across all interviews while providing flexibility to dig deeper into emerging themes as necessary. This instrument will include open-ended questions that focus on the challenges, coping strategies and perspectives of the participants as newly licensed professional teachers. In addition, the interview guide will serve as the basis for both one-on-one interviews and focus group discussions (FGDS), supporting data triangulation. The number of items in the guide will be limited to ensure manageability while still addressing all essential areas of inquiry.

Data Gathering Procedure

Before the actual data collection, the researchers will secure approval from the research adviser. After approval, the researchers will communicate with the identified participants and explain the purpose of the study, the voluntary nature of their participation, and the assurance of confidentiality. Informed consent will be obtained prior to participation.

The data will be gathered through semi-structured one-on-one interviews and a focus group discussion (FGD) to allow participants to share their experiences in-depth. The interview guide will serve as the main instrument and will include open-ended questions. The interviews and focus group discussion will be conducted in a neutral and convenient venue for the participants, with sessions audio-recorded (with permission) and supported by note-taking.

To ensure triangulation of data, the information will be obtained from multiple sources: individual interviews, focus group discussions, and related studies. The number of participants will be determined through iterative analysis, where data collection will continue until saturation is reached. After data collection, the researchers will transcribe the recordings verbatim and organize the data systematically for analysis.

Data Analysis

The data to be collected from one-on-one interviews and focus group discussions will be transcribed verbatim to ensure accuracy. The researchers will use thematic analysis following Braun and Clarke's (2006) six phase framework: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.

To maintain reflexivity, the researchers will practice bracketing to set aside personal biases, assumptions, and prior knowledge that might influence data interpretation. Peer debriefing will also be applied to further enhance objectivity.

Triangulation of data will be observed by comparing insights from in-depth interviews, focus group discussions, and related studies to strengthen the credibility of findings. The analysis will continue until data saturation is achieved, ensuring that recurring patterns and themes are well established.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

All interviews were transcribed verbatim and analyzed through Braun and Clarke's (2006) thematic analysis framework. Through iterative coding and reflection, 6 major themes emerged from the narratives of the participants. To maintain confidentiality, pseudonyms were used instead of real names.

Theme 1. Initial Triumph Followed by Emotional Decline

Participants described overwhelming happiness, pride, and fulfillment upon learning they passed the LET, often accompanied by tears. This moment symbolized validation of effort and sacrifice.

"I was overjoyed upon seeing my name among the list of passers."

"Syempre, nalilipay hin ura-ura."

However, this emotional high was not sustained. As unemployed persisted, feelings shifted toward doubt and hopelessness:

"Mixed emotions actually, mayda mga adlaw that I feel hopeless."

"Mas naging doubtful ak ha nak capabilities."

This transition reflects the reality that professional fulfillment depends not just on licensure, but on meaningful employment.

Theme 2: Professional In-Betweenness and Identity Confusion

Despite acquiring their license and the respect it brings, participants struggled to reconcile their new identity as "professional teachers" with their inability to practice.

Many felt confused or uncertain about their direction:

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

"Confusing, I guess. Confused because I sometimes question myself if I'll make it soon or not."
Some expressed fear that their credentials may go unused:
"Na-realize ko nga bisan mayda ka na license dire ka la gihap makakatrabaho dayon."
This liminal state – licensed but unemployed – created emotional and psychological tension, challenging their sense of becoming and belonging as professionals.

Theme 3: Pressures From Family Expectation and Social Comparison.

Participants reported feeling pressured by family members, peers, and self-imposed expectations. Seeing batchmates already working intensified their distress.
"There are persons in my life that pressure me to get a job."
"Honestly. I felt pressured simply because, I saw some of my batchmates have their work already."
Family expectations also influenced emotional wellbeing:
"Pressured, especially that my family has high expectations in me."
These comparisons contributed to feelings of self-doubt, stagnation, and disappointment.

Theme 4: Perceived Barriers and Systemic Challenges in Employment

Participants identified structural barriers in the hiring landscape, such as limited vacancies, competition, and the need for connections ("backer").
"Makuri, dinhi kasi ha at kailangan mayda ka backer"
"Dire madali makasulod ha DepEd kay damo it ka-kompetensiya."
Some experienced job mismatch or were advised to pursue further studies instead of immediate employment.
"Syempre nag-struggle ka ma, kasi although mayda ka license, makuri ka makasulod hin trabaho especially ha field hit teaching. So, an nangyari nagka-mayda ak job mismatch which is office work."
"Nagsiring dama kasi hira Mama, nga mag-masteral lanay ak."
These barriers prevented them from applying the skills they were trained for, contributing to professional stagnation.

Theme 5: Diversion Toward Alternative Career Paths

Due to challenges in securing a teaching position, many participants considered or pursued alternative routes.
"Naisip ko at mag-apply hin non-teaching job or kumadto nala Manila."
"Naiisip ko ga mag-apply ha AFP or PNP."
"Yes, I considered business or having a small business."
Others expressed interest in call centers, office work, or working abroad:
"I have been thinking of applying call center in Manila."
For some, this diversion is temporary; for others, it reflects a shift in priorities and identity.

Theme 6: Coping Through Distraction, Faith, and Social Support

Participants employed various coping strategies to manage frustration and discouragement. Keeping themselves occupied was common:
"*I hang out with my friends sometimes. I do things to keep myself busy."*
"Watching movies and unwinding."
Faith emerged as a strong coping anchor.
"Through my faith in God."
"I stay motivated through faith and prayers."
Family and peers also provided emotional support:
"My family, friends, and everyone around me who brings out the best in me."
These coping mechanisms helped participants maintain resilience despite uncertainty.

Summary of Findings

Findings reveal that while passing the LET initially brings pride and fulfillment, prolonged unemployed leads to emotional decline, identify confusion, social pressure, and career reconsideration. Systemic hiring barriers exacerbate these struggles. However, participants demonstrate resilience through faith, supportive relationships, and coping activities.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study explored the live experiences of eight (8) unemployed 2024 Social Science LET passers from Eastern Samar State University- Can-avid Campus. Through phenomenological inquiry and thematic analysis, six major themes from their narratives.

1. Lived Experiences After Passing the LET

   Participants initially described overwhelming joy, pride, and validation upon passing the LET. However, as unemployment persisted, emotions gradually shifted toward doubt, hopelessness and pressured. They expressed identify confusion as licensed teachers unable to practice and reported challenges navigating requirements, limited, vacancies, and systemic hiring barriers such as need for experience, documentary demands, and perceived reliance on "backer" support.
   "Mixed emotions actually, mayda mga adlaw that I feel hopeless."
   "Makuri, dinhi kasi ha at kailangan mayda ka backer."
2. Meaning-Making of their Situation

   Participants viewed their unemployment as a transitional uncertainty and recognized that a professional license does not immediately guarantee employment. They acknowledged external factors influencing their journey and reframed their situation as an opportunity for patience, discernment, and maturity.
   "Na-realize ko nga bisan mayda ka na license dire ka la gihap makakatrabaho dayon."

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

Many interpreted their current stage as part of personal development and preparation.

3. Coping Mechanism and Sources of Motivation

Participants coped by distracting themselves through leisure, social activities, and entertainment. Faith emerged as a central anchor, along with family and peer support. Motivation was sustained through prayer, self-affirmation, and reminders of long-term goals.

"I stayed motivated through faith and prayers."

"I hang out with my friends sometimes. I do things to keep myself busy."

Some explored career alternatives such as business, law enforcement, call centers, or further studies to maintain productivity and economic stability.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Passing the LET brings emotional fulfillment that declines over due to unemployment. While license symbolizes competence, the lack of teaching opportunities diminishes initial pride and fosters frustration.
2. Licensed unemployed educators experience professional in-betweenness. Participants struggle with role identity, feeling like teachers in credentials but not in practice.
3. Family expectations and social comparison intensify emotional distress. Observing peers secure teaching positions contributes to pressure and self-doubt.
4. Systematic challenges in the hiring landscape hinder immediate employment. Limited teaching items, documentary, requirements, competition, and perceive patronage culture restrict access to professional roles.
5. Participants adapt by considering alternative career pathways. Career diversion arises from survival needs, practicality, and delayed placement in the education sector.
6. Faith, family, and leisure activities help sustain motivation and well-being. Social and spiritual support systems mitigate unemployment-related stress.

In essence, unemployment shapes not only the participants professional trajectories but also their emotional resilience, identity, formation, and sense of purpose.

Implications

For Educational Institutions: Career placement units may enhance job bridging programs, institutional, partnership, and alumni tracing to assist graduates transitioning to employment.

For Department of Education (DepEd): Policy review regarding vacancy, transparency, qualification prioritization, and systematic ranking may improve fair access to teaching posts.

For Teacher Education Programs: Curricula may further integrate employability skills, such as documentation management, interview preparedness, and digital literacy to increase competitiveness.

For Future LET Passers: Awareness of employment realities can foster realistic expectations, better psychological preparation, and proactive planning (e.g., master's enrollment, volunteerism).

For Families and Communities: Understanding the emotional weight of unemployment may encourage supportive rather than pressuring behavior.

Recommendations

Based on the conclusions, the following recommendations are offered:

1. Strengthen Linkages and Placement Support
   ESSU-Can-avid Campus may collaborate with DepEd Schools Division Offices to disseminate vacancy announcements, assist with documentary requirements, and endorse graduates to available schools.
2. Enhance Pre-Employment Orientation Seminars
   Conduct workshops on ranking systems, portfolio preparation, interview, strategies, and requirements navigation to improve competitiveness.
3. Develop Volunteer Teaching and Intern Extensions
   Graduates may be engaged in volunteer opportunities to earn experience points, build professional networks, and maintain teaching proficiency.
4. Offer Guidance and Counselling Support
   The guidance office may provide counselling sessions to address feelings of frustration, anxiety, and pressure among unemployed passers.
5. Advise Graduates Toward Early Credential Building
   Graduates may consider immediate enrollment in master's programs, seminars, and trainings that improve ranking scores and employability.

REFERENCES

1. *Caligalan, A., Roby, R., Suin, K., An Analysis on the Economic Factors Affecting the Unemployment rate in the Philippines from 1993-2018. Journal of Economics, Finance, and Accounting Studies; Londo Vol. 4, Iss.2, (2022): 1-17. DOI:10.32996/jefas.2022.4.2.1*
2. *Richter, E. P., Brähler, E., Stöbel-Richter, Y., Zenger, M., & Berth, H. (2020). The long-lasting impact of unemployment on life satisfaction: results of a longitudinal study over 20 years in East Germany. https://hqlo.biomedcentral.com/articles/10.1186/s12955-020-01608-5*
3. *Arena F., Harris M., Mobbs S., Nicolopoulos A., Harvey S., & Deady M. (2022). Exploring the lived experiences of mental health and coping during unemployment. https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-022-14858-3*
4. *Munalim, L. (2025) "I'm a licensed professional teacher (LPT), of course, I'm underemployed": Filipino Teachers' Identities and Social Suggestions from Transitivity in Facebook post. https://researchgate.net/publication/380153551_I'm_a_licensed_professional_teacher LPT_of_course_I'm_underemployed_Filipio_Teachers'_Identities_and_Social_Suggestions_from_Transitivity_in-Facebook_Posts.*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 10| October 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

5. *Collado VF, and Espero MD. 2023. Employment and Performance of Graduates: Basis for an Extension Project. DMMMSU Research and Extension Journal, 7: 112. https://doi.org/10.62960/dmmmsu.v7i.33*
6. *Yang, Y., Niu, L., Amin, S., & Yasin, I. (2024). Unemployment and mental health: a Global study of unemployment's influence on diverse mental disorders. Frontiers in public health, 12, 1440403. https://doi.org/10.3389/fpubh.2024.1440403*
7. *Ulutaş, Birgül, and Emine Saklan. "The Views of Teacher Candidates about Unemployment and Employment." Shanlax International Journal of Education, vol. 10, no. 4, 2022. Pp. 1-9.*
8. *Aloovi, D. (2025, March 25). The relationship between teacher graduate employment and labour market trends. Social Science and Humanities Journal, 9, 7419-7428. https://doi.org/10.18535/sshj.v9i03.1752*
9. *Popîrlan, C.-I., Tudor, I.-V., Dinu, C.-C., Stoian, G., Popîrlan, C., & Dănciulescu, D. (2021). Hybrid Model for Unemployment Impact on Social Life. Mathematics, 9(18), 2278. https://doi.org/10.3390/math9182278*
10. *Khuhawar, Khizer & Shah, Haya. (2019). SOCIAL PROBLEMS DUE TO UNEMPLOYMENT. Journal of Marketing and Information Systems. 1. 8-9.0.31580/jmis.v1i2.476.*
11. *Mayer, D. & Holllederer, A. (2021). What help the unemployed to stay healthy? A qualitative study of coping with the negative effects of job loss. Journal of public health research, 11(1), 2492. https://doi.org/10.4081/jphr.2021.2492*
12. *Nazari, Mostafa & De Costa, Peter & Karimpour, Sedigheh. (2023). Novice languageteacher identify construction: similarities, differences, and beyond. Educational Linguistics. 2. 10.151/eduling-2022-0013*
13. *Frankl, V. E. (1963).* Man's search for meaning: An introduction to logotherapy. *Washington Square Press.*
14. *Lazarus, R. S., & Folkman, S. (1984).* Stress, appraisal, and coping. *Springer.*
15. *Park, C. L. (2010). Making sense of the meaning literature: An integrative review of meaning-making and its effects on adjustment to stressful life events.* Psychological Bulletin, 136*(2), 257–301. https://doi.org/10.1037/a0018301*
16. *Stryker, S. (1980).* Symbolic interactionism: A social structural version. *Benjamin/Cummings.*