



Graduate Trajectory: In-Depth Follow-up Study of Bachelor of Secondary Education Graduates at Cavite State University Carmona Campus

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ABSTRACT

The study aimed to determine the career trajectory of the 145 teacher education graduates from academic years 2020-2024 at Cavite State University Carmona Campus. Specifically, the study determined the profile of the graduates, employment status, first job experience, relevance of first and current job in the curriculum, competencies and skills learned prior to graduation, and the suggestions to improve the curriculum. Results revealed that most of the participants were female, single, have not taken yet any graduate studies, and receive a monthly gross income of Php10,001 to Php15,000. Most of them are professional licensed teachers, permanently employed in local private institutions and hold professional, technical or supervisory positions. However, few preferred not to work due to health and personal concerns. It was also revealed that reason for accepting their first job and stayed for one year to less than two years were the salary and benefits the institution offered. The time interval for the participants to have their first job, is less than a month and social connections played significant role in their job search process. Moreover, most participants considered their completed course to be very much related to their first and current job. Participants suggested ways to better enhance the curriculum, such as aligning the curriculum with the content of the licensure examination, address mismatches between the students' specialization and the subjects to be handled in the secondary level, and the curriculum to focus more on developing the critical thinking and problem-solving skills of the students.

RESUMO

The study aimed to determine the career trajectory of the 145 teacher education graduates from academic years 2020-2024 at Cavite State University Carmona Campus. Specifically, the study determined the profile of the graduates, employment status, first job experience, relevance of first and current job in the curriculum, competencies and skills learned prior to graduation, and the suggestions to improve the curriculum. Results revealed that most of the participants were female, single, have not taken yet any graduate studies, and receive a monthly gross income of Php10,001 to Php15,000. Most of them are professional licensed teachers, permanently employed in local private institutions and hold professional, technical or supervisory positions. However, few preferred not to work due to health and personal concerns. It was also revealed that reason for accepting their first job and stayed for one year to less than two years were the salary and benefits the institution offered. The time interval for the participants to have their first job, is less than a month and social connections played significant role in their job search process. Moreover, most participants considered their completed course to be very much related to their first and current job. Participants suggested ways to better enhance the curriculum, such as aligning the curriculum with the content of the licensure examination, address mismatches between the students' specialization and the subjects to be handled in the secondary level, and the curriculum to focus more on developing the critical thinking and problem-solving skills of the students.

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Introduction

Education plays an important role in the advancement of our nation through promoting the development of future educators who will motivate and guide young minds. As the field of education advances, it is crucial to assess the long-term outcomes of the graduates to evaluate the effectiveness of any educational programs, in relation to their relevance to the current job demands. In line with this, the Bachelor of Secondary Education (BSE) program at Cavite State University Carmona Campus is committed to producing capable and competent educators. This campus is one of the satellite campuses of the esteemed Cavite State University in the province of Cavite. The campus is dedicated in developing highly competent and skilled graduates by maintaining a resilient and adaptive education system. The University consistently strives to be at its best in producing graduates who are not only globally competitive but also uphold strong moral values.

Evaluating the program's success counts on the actual career trajectory of its graduates. This trajectory study examined the various career paths the BSE graduates have taken after earning their degree. Looking into the professional advancements of the graduates, insightful information can be derived on the program's strengths and areas for growth, thereby leading to a continuous enhancement of the university's curriculum, educational strategies, and support services to its students. This follow-up study is also an important step in bridging the gap between the academic preparation of the graduates and their actual professional practice. Also, trajectory and similar studies help ensure that teacher education programs produce well-prepared, competent, and motivated educators who can provide high-quality education to all students.

Moreover, trajectory studies contribute to achieving some of the 17 Sustainable Development Goals (SDG) set by the United Nations in 2015, specifically, SDG 4 which is Quality Education. Aligning trajectory studies with SDG 4 is vital for ensuring that teacher education programs are effective, inclusive, and capable of delivering high-quality education to all students. This alignment ultimately supports the broader goals of sustainable development and creates a positive impact on society.

The findings of this study seek to fill the void in the pool of existing knowledge and contribute valuable insights to policymakers, educators, and academic institutions in creating a more focused and effective program curriculum, eventually resulting in a sound education system. The shift from academic training to professional practice is a significant phase for graduates of any education program. Though the teacher education program intends to equip students for the demands of the classroom, there is still limited research that examines how graduates navigate their careers after completing their degrees. This study addresses that gap by focusing on the real-world experiences of Bachelor of Secondary Education (BSE) graduates, particularly in the areas of career advancement, professional challenges, and significant achievements. By exploring these dimensions, the study aims to understand how

well the BSE program prepares its graduates for the realities of the teaching profession and what areas may need further support or improvement. This focus provides a practical lens through which the effectiveness of the curriculum and training can be assessed, offering valuable insights for future program development, policy recommendations, and workforce readiness.

The literature on the regional long-term career paths of BSE graduates from satellite campuses such as Cavite State University Carmona Campus is relatively lagging despite ample research on teacher education and employment outcomes. Most present studies neglect the larger scope of professional growth and career advancement over time in favor of concentrating on immediate employment rates and first job placements. The effectiveness of the BSE program and its long-term effects on graduates' professional lives cannot be fully understood due to this knowledge vacuum. These things led the researcher to pursue the study to address this gap by providing an in-depth follow-up analysis of BSE graduates in a state university located in Region 4A that focused on their career experiences, challenges, and achievements.

Methodology

The study employed a quantitative research approach where data were obtained from the survey questionnaire. Descriptive- evaluative research design was utilized in this study to determine, describe, and examine the following: (1) profile of the participants in terms of sex, civil status, educational background, initial gross monthly income, and their eligibility; (2) the employment status of the graduates in terms of their current working status, reasons of unemployment, current employment status, nature/type of organization or institution, place of work, and the job level in their current job; (3) the first job experience of the graduates in terms of reasons for staying on the first job, reasons for accepting the first job, relatedness of first job to the program completed, length of stay in the first job, graduate tools in finding the first job, and the interval of time landing in their first job; (4) the relevance of first job and current job in the curriculum of program completed; (5) the capability and skills learned prior to graduation which are useful to the first/current job of the graduates; and (6) the suggestions of the graduates to further improve their program curriculum. The researcher opted to use this research design to capture and evaluate the career experiences, challenges, and achievements of the University's teacher education graduates.

The study participants were the graduates from academic years 2020-2023 of the Bachelor of Secondary Education program, major in English, Science, and Mathematics, from Cavite State University Carmona Campus. With a total of 179 graduates, only 145 (81%) responded to the Google Form survey, which was posted on the program's Facebook page, a platform where they are all members. Data gathering took over a period of more than 10 months, giving enough time to encourage maximum participation from the participants. The

researcher believed that responses would be more complete and reflective of the participants' real-world experiences when given sufficient time to contribute thoughtfully to the study. In addition, the 10-month data collection period facilitated a diverse range of responses, encompassing various career stages, geographical locations, and levels of engagement. Graduate participants were tracked, and this timeframe allows for reaching the participants from different geographic locations who may have transferred residence, changed contact numbers, or jobs. Prolonged collection window ensures that responses reflect these changes rather than being limited to a specific period immediately after graduation.

Primary data were collected using the Graduate Tracer Survey Questionnaire developed by the Commission of Higher Education (CHED). The questionnaire focused on various aspects, including the graduates' personal information, educational attainment, employment status, and any training or advanced studies they pursued after college education.

Ethical standards in research were carefully applied in this research. Since the study involved human participants, the researcher prepared an informed consent and was distributed before the distribution of the research instrument. This initiative ensured that participants were aware of the study and knew the possible risks and benefits they may obtain from participating in the study. Through informed consent, the researcher ensured the voluntary participation of the participants. Observing the policy on data privacy, only the participants and the researcher involved in the study have access to the results. Responses and personal information of the participants were kept in an Excel file with a security password.

Table 1.

Distribution of participants, Bachelor of Secondary Education

Academic Year	Total Graduates	Participated	Percentage
2019-2020	6	6	100
2021-2022	69	45	65
2022-2023	104	94	90
Total	179	145	

Results and Discussion

The following discussions present the results of the study, as follows:

Profile of the Participants

Table 2 presents the profile of the participants in terms of sex, civil status, educational background, initial gross monthly earnings, and eligibility.

Table 2
Profile of the participants

Profile	Frequency (f) n = 145	Percentage (%)
SEX		
Female	97	66.90
Male	48	33.10
CIVIL STATUS		
Single	134	92.41
Married	11	7.59
EDUCATIONAL BACKGROUND		
No MA Units	119	82.07
MA Units	24	16.56
MA Graduates	2	1.37
PhD Units	0	0
INITIAL GROSS MONTHLY EARNINGS		
5,000-10,000	21	14.50
10,001-15,000	39	27.00
15,001-20,000	25	17.20
20,001-25,000	34	23.40
25,001 and above	26	17.90
ELIGIBILITY OF GRADUATES		
Licensure Examination for Teachers (LET)	114	78.63
Civil Service Professional	12	8.27
Other Certifications (NC, Microsoft....)	19	13.10

Sex. A total of 179 graduates from Academic Years 2020-2023, however, only 145, or 81% participated in the study. The larger part, 66.90% or 97 of the participants are female, and the rest are male. Traditionally, the profession of teaching has been viewed by many as a supportive and caregiving profession, most of the time linked with women's roles. This societal norm encourages more women to pursue careers in education.

Civil Status. In terms of the civil status of the graduates, 92.41% or 134 are single and 7.59%, or 11 are married. The result simply implies that participants are still in the younger generation who are still in the early stages of their careers and who are less likely to settle down in marriage.

Educational Background. Table 2 highlights the distribution of the educational background of the participants. The biggest number, 82.07% or 119 of the graduates, are not yet into further education after their bachelor's degree. However, a smaller percentage of 16.56% or 24 are currently pursuing their Master's degree, and only a few graduates, 1.37% or two, have already earned their Master's degree. These results indicate that while further education is valued, many graduates still delay it to have immediate work experience, or they may have other important personal considerations.

Initial Gross Monthly Earnings. A considerable number of the participants, 17.90% or 26 earned their initial gross monthly income of more than Php 25,001. This indicates

that nearly 18% of the participants have achieved a relatively higher earning bracket compared to others. Another significant group, 23.40% or 34 of the participants earned their initial gross monthly income between Php 20,001 and Php 25,000. This suggests that about a quarter of the participants are in a mid-range earning bracket. On the other hand, the majority, 27% or 39 of them earned their initial gross monthly income of Php10,000 – Php15,000. The result highlights that most of the participants are in a lower earning bracket, which might reflect entry-level positions or the initial stages of their careers.

Eligibility of Graduates. The greater number, 78.63% or 114 of the participants, have achieved the status of Licensed Professional Teachers (LPT), which reflects the high level of professional qualification attained by most of the participants. Furthermore, 13.10%, or 19 participants have obtained additional certifications such as NCs, Microsoft Certificates, and other relevant certifications. This indicates a pursuit of specialized skills and continuous professional development among a notable portion of the graduates. Additionally, 8.27% or 12 participants have achieved Civil Service Professional status, showcasing their qualifications for various roles within the public sector. This distribution aligns with the high passing rates reported in the official result of the Licensure Examination for Teachers (LET) results from the Professional Regulation Commission (PRC) for Cavite State University Carmona Campus graduates. The data not only highlights the competence of the graduates but also underscores the quality of education and training provided by the institution, which prepares its students for diverse professional paths and certification opportunities.

Employment Status of the Graduates

Table 3

Current working status of the participants

Current Occupation	Frequency (f) n=145	Percentage (%)
Presently employed	141	97.24
Not employed	3	2.07
Never been employed	1	0.69

Table 3 shows that 97.24% or 141 of the participants were currently employed at the time of the survey, which shows a high positive employment rate. However, there are 2.07%, or 3 of them, are not employed and 0.69%, or 1 of the participants had never been employed at the time of the survey due to varied reasons mentioned in Table 4.

Table 4

Reasons for Unemployment

Reasons	Frequency (f) n = 4	Percentage (%)
Family concern and decided not to find a job	2	50.00
Advance study	1	25.00
Health reason	1	25.00

Family Concern. Out of the 4 participants who are currently not employed, 50% or 2 of them cited that family concerns and family responsibilities are reasons for such unemployment. This indicates that these graduates prioritized their responsibilities or obligations over employment opportunities. The study conducted by Hwang (2017) is in agreement with the result of this study which states that family concerns and family responsibilities are reasons that hinder graduates' employment prospects.

Advance Study. The next mentioned reason is advanced study, which suggests that this participant prioritized further education, particularly a Master's degree (MA), as a step to enhance his/her educational qualifications and career prospects. It can also be implied that the participant felt that he/she needed more experience before entering the workforce and possibly focusing on gaining that through further studies.

Health Reason. Lastly, only 25% or 1 of the participants did not choose to seek employment after graduation due to health concerns. Given the figures in Table 4, this indicates that the deliberate decision to remain unemployed is rare among the participants since only 2.8% or 4 of the graduates were unemployed. It can also be said that graduates of academic years 2020-2023 have a high employment rate.

Table 5
Current Employment Status

Reasons	Frequency (f) n = 145	Percentage (%)
Regular or Permanent	77	53.10
Temporary	11	7.59
Contractual	42	28.97
Self-employed	11	7.59
Unemployed	4	2.75

Regular or Permanent Employment Status. The results indicate that a substantial proportion of the participants, specifically 53.10% or 77 individuals, are employed in regular or permanent positions. This suggests that graduates tend to have more stable and secure employment, which positively reflects on job security and the establishment of long-term employment relationships. Also, the results highlight the effectiveness of their qualifications and perhaps the stability of the job market they are entering. The results are in line with the study conducted by Abing, Ladra, & Molina (2020), which states that the employment characteristics of most teacher education graduates from Central Mindanao Colleges are employed in full-time positions, indicating stable and secure employment

Contractual and Temporary Employment Status. A large number of participants, 28.97% or 42 of them, are employed on a contractual basis. Also, a lower percentage of 7.59% or 11 participants are in a temporary employment status. These two

employment statuses suggest that some of the participants are in less stable employment, possibly facing shorter contract durations and less job security. The result of this study is in agreement with the study conducted by Pardo and Relo (2023), titled Tracer Study and Employment of the Teacher Education Graduates of University in North Luzon, Philippines, which reveals that a significant portion of the National University graduates from 2013 to 2017 were also employed in temporary or contractual positions. It can be surmised that public schools often offer more stable and permanent positions, but the competition for these roles is fierce, which is probably the reason why many graduates end up in temporary or contractual positions while waiting for vacancies in public schools.

Self-employed. On the other hand, an even smaller percentage, 7.59% or 11 of the participants are self-employed. The result implies that some graduates prefer to be involved in entrepreneurial activities and choose to have the flexibility and independence of running their own businesses.

Unemployed. Only a small percentage, 2.75% or 4 of the participants are currently unemployed. While the percentage is low, the fact remains that some graduates are not in the labor force due to various reasons cited in Table 4 of this study, which include pursuing further education, taking time off for health reasons, and exploring entrepreneurial endeavors

Table 6

Nature/Type of Institution

Nature of the Institution	Frequency (f) n = 145	Percentage (%)
Government	41	28.28
Private	100	68.96
No response	4	2.76

Private Institution. Table 6 highlights the dominance of the private sector in providing employment opportunities for graduates, while a smaller but significant number are engaged in government institutions. The majority, 68.96% or 100 of the participants are employed in the private sector. This indicates a strong preference or availability of job opportunities in private companies, which could offer diverse roles, competitive salaries, and various career growth possibilities. A report published by Statista (2024) provides insights into the employment landscape in the Philippines. It highlights that a significant portion of the workforce is employed in the private sector, reflecting the availability of diverse job opportunities and competitive salaries.

Government Institution. On the contrary, a smaller percentage, 28.28% or 41 of the graduates are employed in government positions. This suggests that some of them are pursuing careers in public service, which offer job stability, benefits, and the opportunity to contribute to public welfare. The result of the study aligns with the study of David et al., (2022) which assesses the status of teacher education graduates in the Philippines. Accordingly,

many graduates prefer government positions for the stability and benefits government institutions offer.

A notable percentage, 2.76% or 4 of the participants did not respond regarding their employment sector since these participants were not employed and have not been employed after graduation.

Table 7
Place of Work

Place	Frequency (f) n = 145	Percentage (%)
Within the country	135	93.10
Abroad	6	4.14
No response	4	2.76

Within the Country. A great percentage, 93.10% or 135 of the participants, are employed within the country. The result indicates that most participants found job opportunities locally, which might reflect that there could be ample job opportunities within the country, making it unnecessary to seek employment abroad. According to the study conducted by Tayco, Supat, & Estrope (2022), most graduates chose to be employed locally and prefer to stay due to the salaries, benefits, career benefits, family responsibilities, availability of job opportunities, and the relevance of their college coursework to local job opportunities. The study likewise highlights that the competencies learned, such as communication skills, human relations skills, critical thinking skills, and problem-solving skills, are highly valued by both graduates and employers locally.

Abroad. Conversely, a small percentage, 4.14% or 6 of the participants, preferred to work abroad. According to Mole (2022), Filipino teachers who seek employment abroad, emphasize the economic, professional, and personal benefits as well as the benefits working abroad as well as their families can gain from such a decision.

Table 8
Job Level in the Current Job

Job Level	Frequency (f) n = 145	Percentage (%)
Rank and File, Clerical	44	30.34
Professional, Technical or Supervisory	88	60.69
Managerial or Executive	1	0.69
Self-Employed	8	5.52
No response	4	2.76

Professional, Technical, or Supervisory Level. The greater part, 60.69% or 88 of the participants, hold professional, technical, or supervisory positions, which implies that a significant portion of the graduates are engaged in roles that require specialized knowledge, skills, or supervisory responsibilities, reflecting their advanced qualifications and career

progress. Another notable finding from the study of Tayco et al., (2022) states that many graduates are employed in roles that match their qualifications and competencies, with a significant number in professional, technical, or supervisory positions.

Rank and File, Clerical Level. There are 44 participants, which represents 30.34% of the total participants. This group consists of those working in entry-level or clerical positions. These roles typically involve administrative tasks and support functions. Similar findings were revealed in the study conducted by Abing, Ladra, & Molina (2020), their study explored the employment characteristics of teacher education graduates and highlighted that many were employed in roles that did not fully utilize their teaching skills.

First Job Experience of the Graduates

Table 9
Reasons for Staying on Your First Job

Reasons	Frequency (f) n = 145	Percentage (%)
Salary and benefits	72	49.66
Career challenge	17	11.72
Related to special skill/course	27	18.62
Proximity to residence	4	2.76
Gain experience	21	14.48
No response	4	2.76

Salary and Benefits. This is the most significant reason influencing employment choices, with 40.00% or 58 participants cited that salary and benefits were their primary consideration for accepting their first job. This highlights the importance of financial incentives and job security in career decision-making. The study conducted by Achim, Badrolhisam, & Zulkipli, (2019) is in agreement with this result. Their study examines the factors affecting career decision-making among employees in Malaysia and found that salary, benefits, and job security are significant determinants in choosing their first job.

Relatedness to Course or Program of Study. The second reason cited by most participants, 28.28% or 41 of them, for accepting their first job is that it was directly related to the course or program they had taken in their bachelor's program. From the study of Galbraith, D., & Mondal, (2019), it is noted that the relevance of the academic programs in preparing graduates for specific career paths and aligning with the goals of specialized education is indeed important for the graduates. Also, their study explores how internships and experiential learning opportunities help graduates apply classroom knowledge to real-world settings, enhancing their career readiness.

For Experience. A notable proportion of participants, 14.48% or 21 of them, chose their first jobs to gain the experiences the job has to offer. This indicates that gaining practical experience and building a professional portfolio were the priorities for many graduates, even if the job may not be ideal in other aspects. The result of the study is in agreement with the

result of the study of Abella, Cahigas, Campaña, & Cherrelyn, (2024) which highlights how graduates value the skills and competencies acquired during their studies and how these skills help them gain experiences in their current jobs. The study also highlights that fresh graduates view their entry-level jobs as an extension of their education and an opportunity to explore their acquired competencies and skills.

Career Challenge. A smaller, yet notable, portion of participants, 11.72% or 17 chose their first jobs based on the career challenges they presented. This suggests that a segment of graduates was motivated by the opportunities for professional growth and personal development. From the study of Prabhu (2021), results also revealed that career challenges are significant in motivating individuals the choice of one's careers.

Proximity to Residence. Only a small fraction of participants, 2.76% or 4 considered the proximity of their residence as a key factor. This finding shows that participants have diverse considerations and priorities when faced with the decision of choosing their first job, with proximity to residence being a relatively minor factor compared to other potential influences. This suggests that most graduates are willing to relocate or commute for better job opportunities.

A small percentage of respondents (2.76%) or 4 participants did not respond since they have not been employed or preferred not to be employed.

Table 10
Relatedness of First Job to the Program

Reasons	Frequency (f) N=145	Percentage (%)
Yes	126	86.90
No	15	10.34
No Response	4	2.76

Related. The greater part of graduates, 86.90% or 126 of them, agree that their first job is related to their program of study. This high percentage suggests that the educational program is effectively preparing graduates for relevant job roles in their field. In a similar study of Refugia (2024), it was revealed that the majority of graduates reported that their jobs are related to their program of study. This high percentage indicates a strong alignment between the curriculum and the job market requirements.

Not Related. On the other hand, a smaller percentage, 10.34% or 15 of the participants, reported that their first job was not related to their program of study. This could be due to various factors such as personal interests, job availability, or career shifts. These graduates might have pursued jobs in different fields either by choice or necessity.

While 2.76% or 4 of them did not respond since they are not employed or have not been employed.

Table 11
Length of Stay in the First Job

Reasons	Frequency (f)	Percentage (%)
Less than a month	1	0.69
1 to 6 months	20	13.79
7 to 11 months	16	11.03
1 year to less than 2 years	52	35.86
2 years to less than 3 years	41	28.28
3 years to less than 4 years	5	3.45
No response	4	6.90

One year to less than 2 years. The majority of graduates, 35.86% or 52 of them stayed in their first job for 1 year to less than 2 years. The result suggests that graduates often aim to gain substantial work experience before exploring other opportunities. Staying for at least a year allows them to build a solid foundation and demonstrate their skills. Other similar studies highlight some other factors that may have influenced the length of the stay of the graduates. The study conducted by Fernandez-Docallas (2021), highlights the importance of improving working conditions and providing support to new teachers to enhance their stay in the institution.

Two years to less than 3 years. Then, the next 28.28% or 41 of the participants stayed in their first job for more than 2 years but less than 3 years. Graduates might seek positions that offer more responsibilities or opportunities for advancement, which they might not find in their first job after a year or two.

Table 12
Graduate Tools in Finding the First Job

Reasons	Frequency (f)	Percentage (%)
Recommended by someone	29	20
Arrange by school's job placement services office	2	1.38
As walk-in applicant	37	25.52
Information from friends	43	29.65
Advertisement	30	20.69
No response	4	2.76

Information from friends. Table 12 shows that the most used tool in finding the graduates' first job is through the information they get from their friends, 29.65% or 43 graduates cited this. This result suggests that informal networks and word-of-mouth information play a significant role in the job search process. Social connections can give significant information, recommendations, and some insights about job openings that they know which unfortunately may not have been widely advertised. The same results were revealed from the study conducted by Amah and Otami (2024), which states that social networks such as friends can help in expanding one's professional networks.

As a walk-in applicant. Walk-in applicants, 25.52% or 37 of the graduates directly approach their potential workplaces in person to inquire or submit their application without

prior appointment. The result underscores the importance of personal initiative and direct engagement in the job search process. Although this approach requires great effort and determination on the part of the graduates, this approach can be rewarding, especially for those who can present themselves well. This result aligns with the study of Pentang, et.al., (2022) which states many graduates found their job through direct application to their potential workplaces.

Advertisement. Advertisement is another significant source of job opportunities, with 20.69% or 30 of the graduates cited this. This implies that traditional job search methods such as online job boards and other social media platforms are still very much relevant and effective. A similar result was revealed from the study conducted by Varshavskaya and Podverbynykh (2021) that while personal connections are important in the job-seeking process, advertisements still play a crucial role in the job search.

Someone They Know. A considerable number of graduates cited that they found their first job through the recommendation of someone they know, 20% or 29 of the graduates. This result implies that those who maintain professional or personal relationships have more chances of securing employment and navigating the job market more effectively.

Table 13
Interval of Time to Have the First Job

Reasons	Frequency (f)	Percentage (%)
Less than a month	106	73.10
1 to 6 months	35	24.13
No response	4	2.77

Less than a month. The results show that a substantial number of education graduates find their first job in less than a month after graduation, 73.10% or 106 of the graduates. The result shows a positive indicator of the graduates' readiness and the demand for their skills in the education sector. The result is similar to the study conducted by Caingcoy et al., (2021), accordingly, many Teacher Education graduates were employed in teaching and teaching-related jobs within the first month after graduation, which is an indication that the education program is effective in preparing graduates for the job market. The results of the study also align with the findings of the study conducted by Ramos (2024), which reveal that there is a high percentage of graduates who find employment shortly after graduation.

1 to 6 months. Table 14 shows that 24.13 or 35 of the graduates spent one to six months after graduation before they found their first job. The result implies that some graduates experience delays in getting their first jobs which could be attributed to various reasons, such as job market competition, hiring cycles, geographic mobility, and personal circumstances. A tracer study conducted by Cornillez et. al., (2021) at Eastern Visayas State

University found that most of the teacher education graduates were likewise employed within one to six months.

Relevance of First and Current Job in the Completed Program

Table 14

Relevance of First and Current Job in the Program Curriculum

Tools	First Job		Current Job	
	f	%	f	%
Very Relevant	62	42.76	69	47.59
Relevant	47	32.41	45	31.03
Slightly Relevant	20	13.79	18	12.41
Not Relevant	12	8.28	9	6.21
No response	4	2.76	4	2.76

Very Relevant. The percentage of participants who found their first job to be very relevant is 42.76% or 62. There is a slight percentage increase for their current jobs, with 47.50% or 69 participants. These figures suggest that over time, participants tend to look for job positions that are more aligned with their competencies. The study conducted by Ramos (2024) supports these results which state that graduates of Lyceum of the Philippines University - Batangas likewise agree that their curriculum program was relevant to their job.

Relevant. A notable proportion of participants, 32.41% or 27, found their first job to be relevant to their program curriculum. Compared to the current job figures, 31.03% or 45, the proportion remained relatively stable. From the result, we can surmise that participants tend to look for jobs that are more aligned with their field of expertise. These findings corroborate the study of Bacay and Mame (2022), which states that graduates acknowledge that the skills they acquired during their studies were useful in their employment.

Slightly Relevant. Percentage for the first job, 13.79 or 20 participants considered their job to be slightly relevant to their program curriculum. However, there was a slight decrease to 12.41% or 18 for the current job. This can imply that some of the participants were able to land into a more relevant job over time.

Not Relevant. A smaller percentage of the participants mentioned that their first job was not at all relevant to their curriculum program. This percentage slightly decreased to 6.21% or 9 participants for their current jobs. This simply suggests that some of the participants found jobs that are more relevant to their program curriculum

Competencies Learned Prior to Graduation Useful to the First and Current Job

Table 15

Competencies Learned Prior to Graduation Useful to the First and Current Job

Reasons	Frequency (f) (multiple answers)
Communication Skills	136
Human Relation Skills	91
Problem Solving Skills	95
Critical Thinking	135
Time Management	96

Communication skills (136) and Critical Thinking (135). These two are the most cited learned competencies prior to graduation. This suggests that these skills are highly emphasized and valued in the educational curriculum. Teaching involves dealing with other people and good communication is crucial in this aspect. The study Scoping Review on Employability Skills of Teacher Education Graduates in the Philippines: A Framework for Curriculum Enhancement by Caingco (2021) mentioned that critical and communication skills as top employability skills among the graduates of the teacher education program. The study further suggests the importance of curriculum enhancement to emphasize these competencies.

Human Relations, Problem Solving Skills, and Time Management. Among the competencies/skills learned by the graduates prior to their graduation, human relations, problem-solving skills, and time management have almost the same number of mentions, with 91, 95, and 96, respectively. The almost equal frequency of mentions of these skills shows that graduates recognize them to be interrelated and contribute to their overall effectiveness as an educator. The results are aligned with the study of Oboza (2017) on the Teacher Education graduates of Pangasinan State University, Alaminos City Campus. The study highlights that the most mentioned competencies and skills learned by the graduates are communication, human relations, leadership, and problem-solving, which are very useful in their current work.

Suggestions of the Graduates to Improve the Program Curriculum

This part of the paper incorporates suggestions from the participants on how to better enhance the curriculum program. The first is to ensure that the curriculum aligns closely with the content of the licensure examination. Integrating licensure exam content into the coursework can help narrow the gap between theoretical knowledge and practical application. It was further suggested that the curriculum should address mismatches between the student's specialization and the subjects they will handle. Accordingly, this can help them have a deeper expertise and become more effective educators. It was also suggested that the curriculum

should focus more on developing the critical thinking and problem-solving skills of the students through hands-on activities and experiential and collaborative learning.

Final Considerations/Conclusions

The findings of the study revealed several noteworthy insights on the trajectories of graduates from the Bachelor of Secondary Education program at Cavite State University Carmona Campus. Among the 179 graduates from the academic years 2020 to 2023, 81%, or 145 graduates, participated in the study. The data indicated that most of the participants were female, single, and had not yet taken any master's level program. Moreover, most of them receive a monthly gross income between Php 10,001 to Php 15,000. It is noteworthy to mention that a considerable number of the participants are professional licensed teachers, highlighting their dedication and preparedness for their educational careers.

A notable number of graduates are permanently or regularly employed in local private institutions and hold professional, technical, or supervisory positions. These graduates have stable employment which suggests that they possess the necessary qualifications and skills required by institutions. The positions they have are not just entry-level positions but professional, technical, or supervisory positions. This indicates a high level of competence and readiness among the graduates to take on responsibilities and leadership roles in their respective fields. Also, this indicates that the program's curriculum is equipping students with a diverse set of skills applicable to their various career paths. However, a small percentage of them preferred not to look for a job due to health and personal concerns.

For the first job experiences of the graduates, the most mentioned reason for accepting their first job and staying for one (1) year to less than two (2) years was the salary and benefits the institution offered. Most of the participants also agreed that their first job is related to their program curriculum, which reflects the effectiveness of the program in preparing the graduates for the roles they will be handling once they step out of the institution. In terms of the time interval for the participants to have their first job, most of them were employed in less than a month, and their social connections played a significant role in their job search process.

A large number of the graduates considered that their completed course program is very much related to their first and current jobs. Although there was a slight increase in the current job percentage, it was a positive indicator that participants, over time tend to look for job positions that are more aligned with their competencies.

The study also highlights suggestions from the participants on how the teacher education curriculum can be refined. One mentioned concern is that the curriculum does not fully reconcile with the licensure examination. Many graduates usually felt that they were not at all prepared for the board examination, not because they lacked effort, but because they felt that what they learned from the curriculum did not always match what was on the board examination. To handle this, the school should ensure that the course content reflects the

exam structure and possibly offer review sessions or mock examinations to help students build more self-confidence. Another equally important issue raised by the graduates is the mismatch between students' specializations and the subjects they are often tasked to teach in their respective schools. Some graduates find themselves teaching outside their area of expertise, which can be challenging. Adding bridging courses or electives in common out-of-specialization subjects would better prepare students for this reality. Lastly, most participants expressed that the curriculum needs to focus more on developing critical thinking and problem-solving skills. While content knowledge is important, teachers also need to be flexible, reflective, and capable of navigating real classroom challenges. Using more project-based learning, real-life scenarios, and reflective activities in the curriculum can help build these essential skills.

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