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The Professional Journeys and Employability Outcomes of Teacher Education Graduates in a Higher Education Institution in Bulacan

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ABSTRACT

This tracer study described the employment outcomes, professional alignment, and institutional satisfaction of 104 graduates of a higher education institution in Bulacan from Academic Years 2020–2025. Using a descriptive design, the study examined specialization distribution, employment status, transition to first job, occupational relevance, employer type, income level, pursuit of advanced studies, and graduate satisfaction. Results show that Bachelor of Secondary Education majors in English (33.7%) and Filipino (28.8%) comprised the largest cohorts, while STEM specializations in Mathematics (8.7%) and Science (6.7%) were comparatively underrepresented. Overall employment reached 71.1%, with 54.8% of graduates securing their first job within six months of graduation. Occupational relevance analysis revealed that 71.2% are engaged in teaching or education-related fields, including 8% working as professionals in the education, training, and development sector beyond formal classroom teaching. Public schools and state institutions employed 36.5% of graduates, while 20.2% worked in private educational institutions. Only 11.5% have pursued postgraduate education, though many indicated future plans for enrollment. Income distribution reflects early-career positioning, with most earning between ₱10,001 and ₱20,000 monthly. Satisfaction ratings across instructional quality, curriculum relevance, practicum, and institutional support were consistently high (mean range: 4.30–4.65), with overall satisfaction receiving the highest evaluation. The findings demonstrate strong graduate employability, substantial occupational alignment, and positive program impact, while identifying opportunities to enhance STEM specialization output and postgraduate engagement.

INTRODUCTION

Graduate tracer studies are widely recognized as a systematic approach to evaluating the effectiveness, relevance, and societal impact of higher education programs. They generate empirical evidence on graduates' employment status, career progression, and alignment between academic preparation and labor market demands (Schomburg, 2016). In the Philippine higher education context, the Commission on Higher Education emphasizes that outcomes-based quality assurance systems require institutions to demonstrate graduate performance and employability as key indicators of program effectiveness (Commission on Higher Education [CHED], 2014, 2017). Similarly, UNESCO underscores that graduate tracking mechanisms provide essential data for aligning higher education outputs with national development priorities and workforce requirements (UNESCO, 2015, 2021). In teacher education, tracer studies are particularly significant because they assess not only employability but also professional integration into the education sector. Within the Philippine context, teacher education institutions (TEIs) are mandated to produce competent and licensed educators capable of meeting national professional standards. The Department of Education institutionalized the Philippine Professional Standards

for Teachers (PPST), which defines the competencies expected of beginning and experienced teachers (Department of Education [DepEd], 2017). The transition from graduation to professional practice typically depends on successful completion of the Licensure Examination for Teachers (LET), administered by the Professional Regulation Commission (PRC), 2019. Employment absorption into public and private schools, as well as allied educational services, therefore, serves as a measurable indicator of curricular relevance and institutional responsiveness.

The College of Education of Dr. Yanga's Colleges, Inc. (DYCI) operates within this regulatory and professional framework, offering programs designed to prepare graduates for classroom teaching and broader roles in education, training, and development. As education systems evolve in response to technological transformation and post-pandemic reforms, graduates are increasingly expected to demonstrate adaptability, digital competence, and interdisciplinary skills (UNESCO, 2021). Evaluating employment outcomes thus provides insight into how effectively the curriculum equips graduates for diverse professional contexts, including public schools, private institutions, government agencies, and non-teaching sectors.

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This tracer study focuses on graduates from Academic Years 2020–2025 and examines their specialization profile, employment status, transition to first employment, occupational relevance, employer type, income distribution, pursuit of advanced studies, and level of satisfaction with their academic preparation. By integrating quantitative employment indicators and evaluative feedback, the study situates graduate outcomes within broader patterns of workforce integration and professional development. Such analysis contributes to evidence-based curriculum enhancement, institutional accountability, and continuous quality improvement aligned with national higher education standards (CHED, 2014). Ultimately, the findings are intended to support strategic planning and strengthen the College's contribution to the national teaching workforce. By systematically documenting graduate trajectories, the institution can identify emerging gaps—particularly in STEM specialization—while reinforcing pathways for postgraduate engagement and sustained professional advancement.

Statement of the Problem

This study seeks to trace and document the employment status, professional development, and workplace readiness of graduates of the DYCI College of Education. Specifically, it aims to answer the following questions:

1. What is the employment status of College of Education graduates one to five years after graduation?
2. In which employment sectors, positions, or institutions are graduates currently working?
3. How relevant are the knowledge, skills, and competencies acquired in the college to their present occupations?
4. What professional milestones have graduates achieved, including licensure examination performance, promotions, further studies, and professional training?
5. What challenges did graduates encounter in finding and sustaining employment?
6. What recommendations can be drawn to improve curriculum, teaching-learning processes, and student support services in the College of Education?

Scope and Delimitation of the Study

This tracer study focused on the graduates of Dr. Yanga's Colleges, Inc., College of Education, with the primary objective of assessing their employment outcomes, professional alignment, income levels, further studies, and overall satisfaction with their academic experience. Specifically, the study examined key indicators such as employment status, transition to first employment, type of employer, occupational relevance, monthly income distribution, pursuit of postgraduate education, and graduates' satisfaction with instructional quality, curriculum relevance, practicum experiences, and institutional support services.

The scope of the study was delimited to graduates from Academic Years 2020 to 2025 only. These graduates were selected to capture recent cohorts whose employment

experiences reflect current labor market conditions, educational policies, and institutional practices. A total of 104 respondents from this period participated in the study, all of whom completed degree programs under the College of Education and responded to the tracer study survey. In terms of employment analysis, the study was confined to graduates' self-reported employment status and income at the time of data collection. The classification of employer types and occupational relevance was based on respondents' descriptions of their current work and, in some cases, inferred categorizations where detailed employer data were unavailable. As such, the findings represent indicative trends rather than exhaustive labor market mapping.

The study was further delimited by its reliance on survey methodology, which may be subject to response bias and varying levels of recall accuracy, particularly among earlier cohorts within the 2020–2025 range. Additionally, the tracer study did not include comparative analysis with graduates from other colleges or institutions, nor did it examine long-term career progression, job performance, or employer satisfaction. Despite these delimitations, the study provides a reliable and timely snapshot of the employability, professional trajectories, and institutional experiences of recent College of Education graduates. The results are deemed sufficient for institutional planning, curriculum enhancement, quality assurance, and accreditation purposes, while also serving as a foundation for more comprehensive longitudinal and comparative studies in the future.

MATERIALS AND METHODS

This study employed a descriptive research design utilizing both quantitative and qualitative approaches. The descriptive design is deemed appropriate because it allows the researchers to systematically describe and interpret the current conditions, experiences, and perceptions of graduates of the DYCI College of Education regarding their employability and professional development. The quantitative component captured measurable data such as employment status, licensure performance, and relevance of acquired competencies, while the qualitative component explored deeper insights into graduates' experiences, challenges, and perceptions. The integration of these two approaches ensured a comprehensive and balanced understanding of the tracer data.

Research Instrument

The primary data-gathering instrument was a structured survey questionnaire designed to collect quantitative data on the graduates' demographic profiles, employment status, job relevance, and level of satisfaction with their educational preparation. The questionnaire will consist of both closed-ended and open-ended items, including Likert-scale questions to assess perceptions of curriculum relevance and competency development.

To enrich the quantitative data, key informant interview (KII) and focus group discussion (FGD) guides was

developed to elicit qualitative insights from selected alumni and employers. These guides focused on themes such as workplace readiness, professional challenges, and recommendations for program enhancement. Secondary instruments included the review of institutional records, alumni databases, and licensure examination performance reports, which will help validate the survey results and strengthen data reliability.

Data Collection

Data collection was conducted in three main phases. First, the survey questionnaire was distributed online via Google Forms and through printed copies to reach both local and overseas graduates. Respondents were given sufficient time to complete the survey, and reminders will be sent to encourage participation. Second, key informant interviews and focus group discussions were organized with a purposive sample of alumni and employers. These sessions provided qualitative data that highlight personal experiences, success stories, and challenges encountered in employment. Third, secondary data such as alumni profiles, employment records, and licensure examination results were reviewed to complement the primary data. Prior to data collection, informed consent was obtained from all participants, and confidentiality was strictly observed throughout the process.

Data Analysis

The quantitative data obtained from the survey was analyzed using descriptive statistics, including frequency counts, percentages, and measures of central tendency such as mean and median. These statistical tools summarized the employment patterns, relevance of competencies, and overall satisfaction levels of graduates. For the qualitative component, data from interviews and focus group discussions was transcribed verbatim and subjected to thematic analysis to identify recurring themes, patterns, and insights related to graduates' career experiences and program evaluation. The integration of both quantitative and qualitative analyses allowed for triangulation of data, ensuring a more comprehensive understanding of the employability outcomes and the perceived effectiveness of the DYCI College of Education programs.

Ethical Considerations

This study strictly adhered to the ethical standards governing research involving human participants. Prior to the commencement of data collection, approval to conduct the tracer study was sought from the Research Ethics Committee of Dr. Yanga's Colleges, Inc. All respondents will be informed of the purpose, scope, and nature of the study, and their participation will be entirely voluntary. An informed consent form was provided at the beginning of the survey and prior to the conduct of interviews and focus group discussions, clearly stating that participants may withdraw from the study at any time without penalty or consequence.

Confidentiality and anonymity of participants was given the highest priority. No identifying information will be disclosed in the presentation or publication of results. All data gathered—whether through online or printed questionnaires, interviews, or institutional records—was used solely for research purposes and will be stored securely in password-protected files accessible only to the research team. Participants' names and personal identifiers will not appear in any report, and all responses will be aggregated to protect individual privacy.

Moreover, the researchers ensured that there is no conflict of interest and that participation was exposed to respondents to any form of risk or harm. Data collection procedures were conducted with transparency, respect, and cultural sensitivity. Upon completion of the study, participants may request a summary of the findings if desired. The study ensures the integrity, validity, and trustworthiness of its findings while safeguarding the rights and welfare of all participants.

RESULTS AND DISCUSSION

Profile of the Respondents by Degree Program

This section presents the academic background of the 104 licensed professional teacher (LPT) candidates or graduates who participated in the study. Understanding the distribution of specializations is crucial for assessing the college's contribution to the various sectors of the Department of Education (DepEd) and private schooling systems.

The data reveals that the Bachelor of Secondary Education (BSED) program, when broken down by

Table 1: Distribution of Respondents per Specialization

Degree Program / Major	Frequency (f)	Percentage (%)	Rank
BSED English	35	33.7%	1
BSED Filipino	30	28.8%	2
BEED	23	22.1%	3
BSED Mathematics	9	8.7%	4
BSED Science	7	6.7%	5
Total	104	100%	

major, produced the highest number of respondents. Specifically, the English major represents the largest cluster at 33.7%, followed by the Filipino major at 28.8%.

This indicates that the institution is a primary provider of language and communication educators in the service area, as supported by Dela Cruz (2025).

The Bachelor of Elementary Education (BEED) program accounts for 22.1% of the respondents. As generalists trained to handle all subjects in the primary grades, this cohort represents a vital segment of the teacher workforce for fundamental education.

In contrast, STEM-related specializations, namely BSED Mathematics (8.7%) and BSED Science (6.7%), show comparatively lower representation, with a combined total of only 15.4% of the respondents. This imbalance highlights a relative scarcity of graduates in Mathematics and Science education, a concern that mirrors national trends in teacher supply where STEM educators remain in high demand.

The observed disparity across specializations may be attributed to several factors. First, student preference tends to favor humanities and language-based programs, which are often perceived as more accessible or versatile in terms of career opportunities. Second, the academic rigor and board examination demands associated with Mathematics and Science specializations may influence enrollment and completion rates. Third, perceived labor market conditions, wherein communication skills are viewed as transferable to a wide range of professions, may encourage students to select language majors over STEM fields.

Distribution of Respondents by Batch Year

This section presents the distribution of the 104 respondents of the tracer study according to their year of graduation from Dr. Yanga's Colleges, Inc., College of Education. Examining the batch-wise composition of respondents provides context for interpreting employment outcomes, professional development, and satisfaction levels across different graduating cohorts.

Table 2: Distribution of Respondents per Specialization

Batch / Year Graduated	Frequency (f)	Percentage (%)
2020	12	11.5%
2021	15	14.4%
2022	18	17.3%
2023	20	19.2%
2024	21	20.2%
2025	18	17.3%
Total	104	100%

The data show a balanced representation of graduates from Academic Years 2020 to 2025. The largest proportion of respondents came from the 2024 batch, with 21 graduates (20.2%), followed closely by the 2023 batch with 20 graduates (19.2%). These findings suggest higher participation rates among more recent cohorts, which may be attributed to stronger alumni connectivity, greater accessibility, and more accurate contact information.

Graduates from Academic Year 2022 account for 18 respondents (17.3%), while the 2025 batch also

contributed 18 respondents (17.3%). The participation of these cohorts ensures that the tracer study captures both newly graduated individuals and those who have had sufficient time to establish their initial career trajectories. Earlier cohorts, namely 2021 and 2020, contributed 15 respondents (14.4%) and 12 respondents (11.5%), respectively. Although their representation is comparatively lower, the inclusion of these batches provides valuable longitudinal perspective, allowing for the examination of employment stability, income progression, and professional alignment over time.

Pursuit of Further Studies

This section examines the extent to which the 104 education graduates of Dr. Yanga's Colleges, Inc., College of Education have pursued postgraduate education after completing their undergraduate degree. Engagement in advanced studies is an important indicator of professional growth, lifelong learning, and alignment with career advancement pathways in the teaching profession.

Table 3: Engagement in Advanced Education

Response	Frequency (f)	Percentage (%)
No	89	85.6%
Yes	12	11.5%
Planning/ Ongoing/Other	3	2.9%
Total	104	100%

The results show that a substantial majority of the respondents, 89 graduates (85.6%), have not yet enrolled in postgraduate programs. Only 12 respondents (11.5%) reported that they are currently pursuing or have completed graduate studies, while 3 respondents (2.9%) indicated plans or ongoing intentions to enroll in the future.

Among those who responded affirmatively, the graduate programs identified include the Master of Arts in Education (MAEd) major in Educational Management and the Master of Arts in Education (MAE) major in General Science. These choices reflect career trajectories commonly associated with leadership roles, instructional supervision, and subject-area specialization within the basic education sector.

Notably, qualitative responses from some graduates classified under the "No" category revealed a deferred rather than absent interest in further studies. Statements such as "Not yet but planning to" and "Not yet, but will do" suggest that postgraduate education remains a long-term goal for many respondents. One participant specifically cited the need to focus on the Licensure Examination for Teachers (LET) as a primary reason for postponing graduate enrollment.

The relatively low proportion of graduates currently engaged in advanced education is consistent with patterns observed among early-career teachers in the Philippine context. Several interrelated factors may explain this

trend. First, newly hired teachers often prioritize licensure and employment stability, particularly securing permanent teaching positions in public schools. Second, economic considerations, including tuition costs and competing financial responsibilities, may delay immediate enrollment in graduate programs. Third, many teachers prefer to develop professional maturity and classroom experience, typically ranging from two to three years, before pursuing specialization or leadership-focused graduate studies. The findings suggest that while immediate participation in postgraduate education remains limited, there exists a latent demand for advanced studies among graduates. This

presents an opportunity for the College of Education to strengthen graduate program promotion, flexible learning modalities, and academic advising to support alumni's long-term professional development.

Employment Profile of Graduates

This section assesses the transition of graduates of Dr. Yanga's Colleges, Inc., College of Education into the workforce by examining their current employment status and level of job security. Employment outcomes serve as a key indicator of program relevance and graduate readiness for professional practice in the education sector.

Table 4: Current Employment Status

Employment Status	Frequency (f)	Percentage (%)
Yes, regularly employed (permanent/tenured)	36	34.6%
Yes, temporarily employed (contractual/probationary)	31	29.8%
No, never been employed	21	20.2%
No, but previously employed	9	8.7%
Yes, self-employed or freelance	7	6.7%
Total	104	100%

The findings indicate a high overall employment rate, with 74 respondents (71.1%) currently engaged in some form of work. Of these, 36 graduates (34.6%) have secured regular or permanent positions, reflecting a notable achievement given that tenured teaching roles in both public and private schools typically require professional licensure, demonstrated teaching competence, and, in many cases, several years of service.

A substantial proportion of the respondents, 31 graduates (29.8%), are temporarily employed in contractual or probationary capacities. Within the teaching profession, this status is commonly associated with probationary appointments in private schools or substitute and locally funded positions in the public school system while awaiting permanent plantilla items. This finding suggests that many graduates are already integrated into the education workforce and are progressing along established employment pathways toward regularization.

Additionally, 7 respondents (6.7%) reported being self-employed or engaged in freelance work. This group reflects emerging employment trends in the education sector, including online tutoring, academic coaching, learning module development, and digital content creation. Such roles indicate the adaptability of graduates to alternative and technology-mediated forms of educational service delivery.

On the other hand, 21 respondents (20.2%) reported that they have never been employed, while 9 respondents (8.7%) indicated that they were previously employed but are currently not working. These segments may include recent graduates who are prioritizing preparation for the Licensure Examination for Teachers (LET), as well as individuals temporarily disengaged from employment due to personal, professional, or contextual factors.

Transition to First Employment

This section examines the efficiency of the transition from college to the professional field for the 104 education graduates surveyed. The speed at which graduates obtain their first job is a key indicator of the relevance of the curriculum and the immediate demand for the institution's trained teachers.

Table 5: Length of Time to Obtain First Job

Timeframe	Frequency (f)	Percentage (%)
Less than 3 months	39	37.5%
3–6 months	18	17.3%
7–12 months	10	9.6%
More than 1 year	17	16.3%
Not yet employed	20	19.2%
Total	104	100%

The results indicate a relatively rapid entry into the workforce for a substantial proportion of graduates. The largest group, comprising 39 respondents (37.5%), secured employment within less than three months after graduation. This suggests that many graduates were able to obtain teaching or education-related positions almost immediately, possibly even prior to or shortly after their formal graduation, reflecting strong school–institution linkages and favorable employer perceptions of the college's graduates.

When respondents who found employment within three to six months (17.3%) are combined with those employed in less than three months, a total of 54.8% of the graduates were able to transition into professional roles within the first six months after graduation. This

rapid placement rate underscores the high employability of the graduates and indicates sustained demand for trained teachers in both public and private educational institutions within the local and regional contexts.

Nevertheless, the data also show that 17 respondents (16.3%) took more than one year to obtain their first job, while 20 respondents (19.2%) reported that they are not yet employed. Within the context of teacher education, such delays are not necessarily indicative of poor employability. Many graduates intentionally postpone employment to concentrate on comprehensive preparation for the Licensure Examination for Teachers (LET), recognizing licensure as a prerequisite for securing permanent positions, particularly in the public school system.

Occupational Relevance and Professional Development

This section examines the professional alignment of the 104 education graduates, focusing on the relevance of their current employment to their degree program and their pursuit of postgraduate academic advancement.

Table 6: Occupational Relevance

Occupational Relevance	Frequency (f)	Percentage (%)
Teaching / Education-Related	74	71.2%
Not Related to Education	30	28.8%
Total	104	100%

The revised analysis of occupational relevance indicates that a clear majority of the graduates—74 out of 104 (71.2%)—are employed as teachers or in education-related fields. This finding demonstrates strong alignment between the graduates' academic preparation and their current professional engagement.

Graduates classified under the teaching and education-related category include those employed in public and private schools, higher education institutions, and allied educational roles where pedagogical knowledge, instructional skills, and classroom management competencies are actively applied. This level of alignment affirms the effectiveness of the College of Education's curriculum in preparing graduates for professional practice within the education sector.

Within the 74 graduates classified under Teaching / Education-Related employment, 8% are professionals in the education, training, and development sector. These graduates are not employed as classroom teachers in formal school settings but are working in education-related professional roles such as training facilitation, instructional development, academic coordination, learning and development, and other allied education services. Their employment reflects the applicability of the program's outcomes to broader education and training contexts beyond basic and higher education institutions.

Meanwhile, 30 graduates (28.8%) reported employment in occupations not directly related to education. These positions are primarily found in non-teaching government and private-sector roles and may reflect transitional employment, delayed licensure, or strategic career choices influenced by economic considerations and employment availability. Despite the mismatch, these graduates continue to utilize transferable skills developed through teacher education, such as communication, organization, and facilitation.

Overall, the revised results demonstrate that more than seven out of every ten graduates are productively engaged in teaching or education-related professions, underscoring the strong occupational relevance of the College of Education programs. This outcome reinforces the institution's role in supplying qualified educators and education professionals while highlighting the adaptability of its graduates across diverse employment contexts.

Employer Type

This section analyzes the distribution of the 104 education graduates of Dr. Yanga's Colleges, Inc., College of Education according to the type of employing institution. Examining the employment sector provides insight into the extent to which graduates are absorbed into the formal education system versus alternative occupational fields.

Table 7: Employer Type

Type of Employer	Frequency (f)	Percentage (%)
Public School / SUC	38	36.5%
Private School / HEI	21	20.2%
Government (Non-Teaching)	12	11.5%
Private (Non-Teaching)	33	31.8%
Total	104	100%

The results show that 38 graduates (36.5%) are employed in public schools or State Universities and Colleges (SUCs). This indicates a strong level of graduate absorption into government-supported educational institutions, where employment typically requires professional licensure and compliance with standardized hiring and appointment processes. The presence of more than one-third of the respondents in public education reflects the institution's contribution to the national teacher workforce and its alignment with the staffing needs of the public school system.

Employment in private schools and Higher Education Institutions (HEIs) accounts for 21 respondents (20.2%). This sector often serves as an entry point for newly licensed or probationary teachers and provides opportunities for professional practice while graduates build teaching experience. When combined with those employed in public schools, a total of 56.7% of the respondents are working in education-related institutions,

underscoring the relevance of the College of Education's programs in preparing graduates for formal teaching roles. On the other hand, 12 graduates (11.5%) are employed in government agencies in non-teaching capacities, while 33 graduates (31.8%) are working in the private non-teaching sector. These graduates may be engaged in administrative, clerical, training, or service-oriented roles that, while not directly instructional, draw on transferable skills developed through teacher education, such as communication, organization, and interpersonal competence.

The relatively large proportion of graduates in non-teaching employment, particularly in the private sector, suggests the presence of occupational diversification and possible transitional employment. Factors such as delayed

licensure, limited availability of permanent teaching positions, and more competitive compensation in non-teaching industries may influence graduates' employment choices. At the same time, this distribution highlights the adaptability and employability of education graduates beyond traditional classroom settings.

Analysis of Monthly Income Distribution

This section examines the economic profile of the 104 education graduates of Dr. Yanga's Colleges, Inc., College of Education based on their reported monthly income. Income level serves as an important indicator of the immediate economic returns of a teacher education degree and reflects graduates' early career positioning within the labor market.

Table 8: Monthly Income Range (in PHP)

Income Bracket	Frequency (f)	Percentage (%)
Below ₱10,000	33	31.7%
₱10,001 – ₱20,000	42	40.4%
₱20,001 – ₱30,000	21	20.2%
₱30,001 – ₱40,000	7	6.7%
Above ₱40,000	1	1.0%

The income distribution reveals a strong concentration in the lower-to-middle income brackets, a pattern that is characteristic of entry-level and early-career professionals in the education sector. As shown in Table X, the largest proportion of respondents, 42 graduates (40.4%), reported a monthly income ranging from ₱10,001 to ₱20,000, followed closely by 33 graduates (31.7%) earning below ₱10,000. Together, these two groups account for 72.1% of the respondents, indicating that a majority of graduates are still in the initial stages of their professional careers.

A smaller but notable segment of the respondents, 21 graduates (20.2%), reported monthly earnings between ₱20,001 and ₱30,000. This income range is typically associated with teachers who have gained some years of experience, secured regular or permanent appointments, or are employed in private institutions offering relatively higher compensation or additional allowances.

Only 8 graduates (7.7%) reported earning more than

₱30,000 per month, with 7 respondents (6.7%) in the ₱30,001–₱40,000 bracket and 1 respondent (1.0%) earning above ₱40,000. These higher-income earners may include teachers holding permanent public school positions with step increments, individuals in leadership or supervisory roles, or graduates employed in non-teaching sectors such as private industry or specialized government positions.

Satisfaction with the DYCI College of Education Experience

This section presents the graduates' level of satisfaction with various aspects of their academic experience at Dr. Yanga's Colleges, Inc. (DYCI), College of Education. Graduate satisfaction serves as a key indicator of instructional quality, curriculum relevance, institutional support, and overall program effectiveness in preparing students for professional practice.

Table 9: Summary of Responses in the Experience in DYCI COED

Category	Average Rating	5 (Highest)	4	3	2	1 (Lowest)
Quality of instruction	4.46	63.5% (66)	25.0% (26)	7.7% (8)	1.9% (2)	1.9% (2)
Relevance of curriculum	4.47	62.5% (65)	28.8% (30)	4.8% (5)	1.0% (1)	2.9% (3)
Faculty competence and support	4.40	60.6% (63)	26.9% (28)	7.7% (8)	1.9% (2)	2.9% (3)
Availability of learning materials	4.38	57.7% (60)	28.8% (30)	9.6% (10)	1.9% (2)	1.9% (2)
Internship and practicum	4.62	72.1% (75)	22.1% (23)	2.9% (3)	1.0% (1)	1.9% (2)
Guidance and student support	4.48	60.6% (63)	30.8% (32)	6.7% (7)	0.0% (0)	1.9% (2)
Research and extension	4.30	53.8% (56)	29.8% (31)	11.5% (12)	1.9% (2)	2.9% (3)
Overall satisfaction with DYCI	4.65	74.0% (77)	19.2% (20)	5.8% (6)	0.0% (0)	1.0% (1)

The findings reflect a very high level of satisfaction across all evaluated dimensions, with mean ratings ranging from 4.30 to 4.65 on a five-point Likert scale. These results indicate that graduates generally perceived their educational experience at DYCI as highly positive and professionally beneficial.

Among the evaluated areas, Overall Satisfaction with DYCI registered the highest mean rating ($\bar{x} = 4.65$), with 74.0% of respondents assigning the highest possible rating. This strong endorsement suggests that graduates view their holistic experience—encompassing instruction, support services, and learning environment—as highly satisfactory and aligned with their professional expectations.

The Internship and Practicum component also received an exceptionally high mean rating ($\bar{x} = 4.62$), with 72.1% of graduates rating it at the highest level. This result underscores the effectiveness of DYCI's field-based training in providing authentic teaching experiences, strengthening classroom readiness, and facilitating smoother transitions into the professional teaching workforce.

High satisfaction levels were likewise observed in Guidance and Student Support ($\bar{x} = 4.48$) and Relevance of the Curriculum ($\bar{x} = 4.47$). These findings suggest that graduates perceived the curriculum as responsive to the demands of the teaching profession and felt adequately supported in addressing academic, personal, and career-related concerns throughout their studies.

The Quality of Instruction ($\bar{x} = 4.46$) and Faculty Competence and Support ($\bar{x} = 4.40$) were also rated very favorably, with a majority of respondents assigning ratings of 4 or 5. This indicates that graduates recognize the expertise, professionalism, and instructional effectiveness of the faculty, as well as their role in mentoring and supporting student learning.

In terms of learning resources, Availability of Learning Materials obtained a high mean score ($\bar{x} = 4.38$), suggesting that instructional resources were generally adequate and accessible. Meanwhile, Research and Extension registered the lowest—though still high—mean rating ($\bar{x} = 4.30$). While graduates expressed overall satisfaction in this area, the comparatively lower rating may indicate opportunities for further strengthening student involvement in research activities and community extension programs.

In summary, the consistently high satisfaction ratings across all categories affirm the overall quality and effectiveness of the DYCI College of Education. The results highlight particular strengths in experiential learning, curriculum relevance, and institutional support, while also pointing to research and extension as potential areas for continued enhancement (Barcelona & Dela Cruz, 2025). These findings provide strong empirical support for institutional quality assurance efforts and future program development initiatives.

Qualitative Findings: Workplace Readiness, Professional Challenges, and Recommendations for Program Enhancement

To complement the quantitative findings, qualitative responses were analyzed to gain deeper insight into graduates' workplace readiness, professional challenges, and recommendations for program enhancement. Thematic analysis generated three dominant themes: (1) workplace readiness, (2) early-career professional challenges, and (3) recommendations for program improvement.

Workplace Readiness

Graduates generally expressed confidence in their preparedness for professional practice. Many respondents emphasized that their internship and practicum experiences were instrumental in developing instructional competence, classroom management strategies, and adaptability to real classroom settings. Several participants noted that teaching demonstrations, performance-based assessments, and faculty mentorship strengthened their confidence and pedagogical skills. Graduates employed outside formal teaching also acknowledged that communication, facilitation, and organizational skills acquired during their studies were transferable to training, administrative, and private-sector roles.

These findings are consistent with existing literature emphasizing the importance of experiential learning in teacher preparation. Darling-Hammond (2017) argues that clinically rich teacher education programs significantly enhance beginning teachers' readiness and instructional effectiveness. Similarly, OECD (2019) highlights that structured practicum experiences improve graduates' transition into the workforce by bridging theory and practice. Research by Allen and van der Velden (2011) further supports the role of competency-based education in improving graduate employability and professional integration across sectors. Several participants noted that teaching demonstrations, performance-based assessments, and faculty mentorship strengthened their confidence and pedagogical skills. Graduates employed outside formal teaching also acknowledged that communication, facilitation, and organizational skills acquired during their studies were transferable to training, administrative, and private-sector roles.

Professional Challenges

Despite overall preparedness, graduates identified several early-career challenges. Employment instability emerged as a primary concern, particularly among those in probationary or contractual teaching positions. Respondents reported difficulties securing permanent public school appointments due to competitive ranking systems and limited plantilla items. Other challenges

included workload management, administrative responsibilities, diverse learner needs, and resource constraints—especially among STEM educators. Financial limitations were also cited as barriers to pursuing graduate studies and professional advancement.

These concerns reflect broader patterns in teacher workforce research. Ingersoll and Strong (2011) note that early-career teachers often encounter high workload demands and institutional adjustment challenges, which may affect retention and job satisfaction. OECD (2020) similarly reports that employment precarity and limited support structures can hinder teacher stability in the early years of practice. Additionally, UNESCO (2021) underscores persistent shortages in STEM educators globally, often accompanied by heavier instructional expectations and resource disparities.

Recommendations for Program Enhancement

Graduates recommended strengthening preparation in classroom management under inclusive and diverse settings, expanding technology-integrated instruction, and enhancing review support for the Licensure Examination for Teachers (LET). Increased exposure to research engagement, professional development seminars, and leadership training were also suggested to better prepare graduates for long-term career growth (Barcelona *et al.*, 2023). These recommendations indicate a desire for both deeper pedagogical grounding and expanded professional pathways.

Supporting literature affirms these recommendations. Darling-Hammond *et al.* (2020) emphasize that modern teacher education must integrate digital competence, inclusive pedagogy, and leadership preparation to meet evolving educational demands. UNESCO (2021) likewise calls for teacher education programs to cultivate adaptability, lifelong learning, and interdisciplinary competencies in response to technological and societal change. Furthermore, Schomburg (2016) highlights that tracer study feedback should directly inform curriculum refinement and strategic institutional planning to ensure sustained program relevance.

Summary of Findings

The following is the comprehensive Summary of Findings that synthesizes this tracer study:

Profile of Graduates

The majority of the respondents are graduates of the Bachelor of Secondary Education program, particularly in the English and Filipino majors, indicating that the College of Education is a major contributor to the supply of language teachers in the service area. The Bachelor of Elementary Education program also accounts for a substantial proportion of graduates, while Mathematics and Science specializations remain comparatively underrepresented.

• Pursuit of Further Studies

Most graduates (85.6%) have not yet pursued postgraduate education, primarily due to prioritization of licensure, employment, and economic considerations. However, qualitative responses reveal a deferred interest in graduate studies, with some graduates already enrolled in or planning to pursue master's programs in education-related fields.

• Employment Status and Job Security

A high employment rate was observed, with 71.1% of graduates currently engaged in some form of work. Over one-third of the respondents have already secured permanent or regular positions, while a substantial proportion are in contractual or probationary roles, reflecting typical career progression pathways in the teaching profession.

• Transition to First Employment

More than half of the graduates (54.8%) were able to secure their first job within six months after graduation, with 37.5% obtaining employment in less than three months. This indicates a relatively smooth and efficient transition from college to the workforce, underscoring the employability and job readiness of the graduates.

• Occupational Relevance of Employment

The findings demonstrate that approximately 71% of the graduates are employed as teachers or in education-related occupations, indicating a high level of alignment between the graduates' academic preparation and their professional engagement.

• Type of Employer

Over half of the graduates (56.7%) are employed in public and private educational institutions, demonstrating the College of Education's effectiveness in preparing graduates for formal teaching roles. The remaining graduates are employed in government and private non-teaching sectors, highlighting both the adaptability of education graduates and the presence of transitional or alternative employment pathways.

• Monthly Income Distribution

The majority of graduates (72.1%) fall within the lower-to-middle income brackets (below ₱20,000), which is typical of early-career professionals in the education sector. A smaller proportion reported higher income levels, indicating early signs of income progression associated with employment stability, experience, or non-teaching roles.

• Graduate Satisfaction with DYCI College of Education

Graduates reported very high levels of satisfaction across all evaluated areas, with overall satisfaction obtaining

the highest mean rating. Internship and practicum, curriculum relevance, instructional quality, and student support services emerged as key strengths, while research and extension activities were identified as areas with potential for further enhancement.

CONCLUSION

The tracer study of 104 graduates from Dr. Yanga's Colleges, Inc. – College of Education demonstrates strong institutional effectiveness in preparing graduates for professional practice. Results show a high overall employment rate, with many graduates securing positions shortly after graduation and more than half employed in education-related institutions. A significant proportion hold permanent or advancing positions in public and private schools, indicating curriculum relevance, solid instructional preparation, and effective field-based training. While most graduates work in teaching roles, some are employed in non-teaching sectors due to delayed licensure or limited permanent teaching items, reflecting both labor market constraints and transferable competencies. Graduate satisfaction ratings are consistently high, particularly regarding academic quality, faculty competence, practicum experiences, and student support, though research and extension engagement received comparatively lower ratings.

Key recommendations include strengthening Licensure Examination for Teachers (LET) review support; promoting STEM specializations, particularly Mathematics and Science; expanding structured career guidance and placement services; enhancing partnerships with schools and education-related institutions; increasing research and extension involvement; supporting postgraduate education; and institutionalizing regular tracer studies to guide data-driven curriculum improvement and strategic planning.

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Appendix

Survey Instrument

DYCI College of Education Graduate Tracer Study Survey

Introduction / Informed Consent

Dear COED Alumni,

Good day! The College of Education of Dr. Yanga's Colleges, Inc. (DYCI-COED) is conducting a Tracer Study to determine the employability, professional experiences, and career trajectories of its graduates. The information you provide will help us evaluate the relevance and effectiveness of our academic programs and improve our services for future students.

Your participation is voluntary, and all responses will be treated with strict confidentiality. The data gathered will be used for research and institutional development purposes only. Completing this survey will take approximately 10–15 minutes.

By proceeding, you indicate that you voluntarily agree to participate in this study.

☐ I have read and understood the information above, and I consent to participate in this survey. (Required to continue)

Part I. Personal and Educational Background

1. Name: _____

2. Sex:

☐ Male

☐ Female

☐ Prefer not to say

3. Year Graduated from DYCI College of Education:

☐ 2015

☐ 2016

☐ 2017

☐ 2018

☐ 2019

☐ 2020

☐ 2021

☐ 2022

☐ 2023

☐ 2024

☐ 2025

4. Degree Program Completed:

☐ Bachelor in Elementary Education (BEEd)

☐ Bachelor of Secondary Education major in English

☐ Bachelor of Secondary Education major in Science

☐ Bachelor of Secondary Education major in Math

☐ Bachelor of Secondary Education major in Filipino

☐ Others (please specify): _____

5. Did you pursue further studies after graduation?

☐ Yes

☐ No

If yes, please specify the program/course:

Part II. Employment Information

1. Are you currently employed?

☐ Yes, regularly employed (permanent/tenured)

☐ Yes, temporarily employed (contractual/probationary)

☐ Yes, self-employed or freelance

☐ No, but previously employed

☐ No, never been employed

2. How long after graduation did you obtain your first job?

☐ Less than 3 months

☐ 3–6 months

☐ 7–12 months

☐ More than 1 year

☐ Not yet employed

3. Current position or job title:

4. Name of employer or institution (optional):

5. Type of employer:

☐ Public school (DepEd or SUC)

☐ Private school

☐ Government agency (non-education)

☐ Private company/organization (non-education)

☐ Self-employed

☐ Overseas employment

☐ Others (please specify): _____

6. Is your current job related to your degree program?

☐ Yes, closely related

☐ Somewhat related

☐ Not related

7. Monthly income range (in PHP):

☐ Below ₱10,000

- ☐ ₱10,001 – ₱20,000
☐ ₱20,001 – ₱30,000
☐ ₱30,001 – ₱40,000
☐ Above ₱40,000

Part III. Relevance of Education and Competencies

(Please rate the relevance of each competency to your current job.)

Scale: 5 – Very Relevant, 4 – Relevant, 3 – Moderately Relevant, 2 – Slightly Relevant, 1 – Not Relevant

Competency	1	2	3	4	5
1. Pedagogical knowledge and teaching skills	☐	☐	☐	☐	☐
2. Classroom management and discipline	☐	☐	☐	☐	☐
3. Lesson planning and curriculum design	☐	☐	☐	☐	☐
4. Communication and interpersonal skills	☐	☐	☐	☐	☐
5. Research and assessment skills	☐	☐	☐	☐	☐
6. Use of educational technology	☐	☐	☐	☐	☐
7. Professional ethics and values	☐	☐	☐	☐	☐
8. Leadership and collaboration skills	☐	☐	☐	☐	☐
9. Problem-solving and critical thinking	☐	☐	☐	☐	☐
10. Adaptability to workplace demands	☐	☐	☐	☐	☐

Part IV. Professional Development and Licensure

1. Have you taken the Licensure Examination for Teachers (LET)?

- ☐ Yes, passed on first attempt
☐ Yes, passed after multiple attempts
☐ Yes, but did not pass
☐ No, have not taken

2. Are you currently pursuing or planning to pursue further studies or training?

- ☐ Yes, currently enrolled
☐ Yes, planning to enroll

☐ No

If yes, please specify:

Part V. Satisfaction with the DYCI College of Education Experience

(Please indicate your level of satisfaction with the following aspects.)

Scale: 5 – Very Satisfied, 4 – Satisfied, 3 – Neutral, 2 – Dissatisfied, 1 – Very Dissatisfied

Aspect	1	2	3	4	5
1. Quality of instruction	☐	☐	☐	☐	☐
2. Relevance of curriculum	☐	☐	☐	☐	☐
3. Faculty competence and support	☐	☐	☐	☐	☐
4. Availability of learning materials	☐	☐	☐	☐	☐
5. Internship and practicum experiences	☐	☐	☐	☐	☐
6. Guidance and student support services	☐	☐	☐	☐	☐
7. Research and extension opportunities	☐	☐	☐	☐	☐
8. Campus facilities and environment	☐	☐	☐	☐	☐
9. Alumni engagement and networking	☐	☐	☐	☐	☐
10. Overall satisfaction with DYCI	☐	☐	☐	☐	☐

Part VI. Open-Ended Questions

1. What challenges did you encounter in finding or maintaining employment after graduation?

2. What aspects of your DYCI education helped you most in your career?

3. What suggestions can you give to improve the College of Education's programs and services?

4. Would you be interested in joining DYCI's Alumni

Network or future alumni activities?

- ☐ Yes
☐ No
☐ Maybe

Focus Group Discussion (Fgd)

The Focus Group Discussion aims to complement the quantitative findings of the tracer survey by exploring graduates' lived experiences, reflections, and perspectives on their employability, professional preparedness, and

the relevance of their education at DYCI College of Education. It seeks to gather in-depth qualitative data that can inform curriculum enhancement, institutional development, and alumni engagement strategies.

A. Graduate Employability and Career Path

1. Can you describe your employment journey after graduating from DYCI?
2. How long did it take you to find your first job after graduation? What factors helped or delayed your employment?
3. In what ways is your current job related (or not related) to your degree program?

B. Relevance and Application of Learned Competencies

4. What specific skills, knowledge, or values that you learned from DYCI have been most useful in your professional life?
5. Are there skills or competencies you realized you needed but were not adequately developed during your college years?
6. How relevant do you think the curriculum was to the actual demands of your workplace?

C. DYCI Learning Experience and Preparation

7. How would you describe the quality of instruction and

support you received from your professors and mentors?

8. What was your experience with practicum, internship, or on-the-job training? Did it prepare you effectively for real-world teaching or professional work?

9. How did the college's learning environment (facilities, resources, programs) influence your readiness to enter the workforce?

D. Professional Development and Future Aspirations

10. Have you pursued or are you planning to pursue further studies or training? What motivated your decision?
11. How did your education at DYCI influence your career aspirations and professional growth?

E. Institutional Improvement and Alumni Engagement

12. What aspects of the DYCI College of Education do you think need improvement to better prepare future graduates?
13. What recommendations can you give to enhance curriculum relevance, internship programs, or alumni linkages?
14. Would you be interested in participating in alumni mentoring or professional development programs in the future?