

Employment Outcomes and Program Relevance: A Tracer Study of Bachelor of Elementary Education Graduates

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Abstract. This tracer study examined the employment outcomes, motivations, and competencies of Bachelor of Elementary Education (BEEd) graduates from Mindoro State University from 2015 to 2024. Using a descriptive research design, the study analyzed graduates' profiles, licensure examination performance, reasons for job acceptance and retention, and the relevance of acquired skills in the workplace. Results revealed that most graduates are employed in education-related positions within the country, with communication and human relations skills identified as most valuable in their jobs. Financial stability, degree relevance, and career advancement were key factors influencing job decisions. Unemployment was primarily attributed to pursuing further studies, family responsibilities, and limited local opportunities. The findings highlight the effectiveness of the BEEd curriculum in preparing graduates for teaching roles and underscore the need for enhanced support in licensure preparation, advanced studies, and career development to address regional employment challenges and improve graduate outcomes.

Keywords: Bachelor of elementary education (BEEd); Graduate tracer study; Employment outcomes; Program relevance; MinSU

1.0 Introduction

In today's rapidly changing world, higher education institutions are under increasing pressure to produce graduates who are not only academically proficient but also highly employable and adaptable to the demands of the modern workforce (Gopez & Eniego, 2024; Cengage Group, 2024). This expectation is particularly significant in the field of teacher education, where the quality of graduates directly impacts the effectiveness of basic education and, by extension, national development (Makwana, 2024). Universities are thus tasked with continuously improving their curricular offerings to ensure that graduates possess the necessary skills, knowledge, and values to thrive in their chosen professions and contribute positively to society (Andari et al., 2021).

Recent studies emphasize the need for teacher education programs to focus not only on content mastery but also on the development of practical teaching skills, leadership, and adaptability to diverse educational settings (Dumbuya, 2025; Makwana, 2024). The integration of technology, fostering of critical thinking, and promotion of inclusive education are now recognized as essential elements of adequate teacher preparation (Gopez & Eniego, 2024). These trends reflect a broader shift in higher education towards aligning curricula with labor market needs and societal expectations (Cengage Group, 2024; Lumina Foundation, 2024).

Tracer studies have become important tools for evaluating the effectiveness of academic programs by tracking the employment outcomes and career trajectories of graduates (Tagoloan Community College, 2023; Andari et al., 2021). Such studies provide valuable feedback for institutions, enabling them to assess whether their programs are meeting industry standards and graduates' needs. In the context of teacher education, tracer studies help identify strengths and gaps in curriculum design, inform policy decisions, and support ongoing program improvement (Gopez & Eniego, 2024; Tagoloan Community College, 2023).

Within the academic community, there is a strong movement towards evidence-based curriculum development, driven by data from graduate outcomes and employer feedback (Lumina Foundation, 2024). In practice, this means regularly updating teacher education programs to address emerging trends, close skills gaps, and ensure that graduates are well-prepared for the realities of the teaching profession (Makwana, 2024; Dumbuya, 2025).

The present study aims to trace the profile and employability of Bachelor of Elementary Education (BEEd) alums from Mindoro State University (MinSU) from 2015 to 2024. By gathering data on graduates' employment status, skills application, and career progression, this research seeks to provide actionable insights for curriculum enhancement and to support the continuous improvement of teacher education at MinSU. The findings will help ensure that the BEEd program remains responsive to the evolving needs of its graduates and the broader educational sector.

2.0 Methodology

2.1 Research Design

This study employed a quantitative research design using a survey research method to accurately describe the profile and employment status of BEEd graduates from Mindoro State University-Bongabong Campus from academic years 2014-2015 to 2023-2024. The survey method allowed systematic data collection regarding the current status of the graduates.

2.2 Research Participants

The participants were 84 BEEd graduates purposively sampled from the specified graduating cohorts. These respondents were selected based on their availability and relevance to the study objectives.

2.3 Research Instruments

The research instrument was a standardized Graduate Tracer Study questionnaire provided by the Commission on Higher Education (CHED). The instrument consisted of four parts: Part I: General Information (demographic profile, civil status, sex, eligibility, educational attainment, professional exams passed, reasons for studying the program); Part II: Employment Data (employment status, job type, place of work, job level, reasons for staying or accepting the job); Part III: Educational Background; and Part IV: Additional employment-related questions. All items were closed-ended to facilitate quantitative analysis.

2.4 Data Gathering Procedure

Data were collected primarily through online distribution of the survey questionnaires to ensure safety and accessibility for respondents. Prior to data collection, the researchers secured approval from the Office of the Campus Executive Director and coordinated with the Dean and Program Chairperson of the College of Teacher Education. A formal letter of request was submitted and approved before administering the survey.

2.5 Data Analysis

Quantitative data were analyzed using frequency and percentage to determine the distribution and proportion of responses. These statistical tools helped describe the demographic profile, employment status, and other relevant variables of the graduates.

2.6 Ethical Considerations

The study adhered to ethical standards by obtaining necessary institutional approvals and ensuring the voluntary participation of respondents. Confidentiality of the graduates' personal and professional information was maintained throughout the study process.

3.0 Results and Discussion

3.1 Civil Status

The civil status data revealed that 82.8% of BEEd graduates (135 out of 163 respondents) were single, while 17.2% were married, indicating that the majority prioritize career development over personal commitments immediately after graduation. This trend aligns with findings from recent tracer studies in teacher education programs, where single graduates often dominate employment statistics, reflecting a focus on professional growth and job stability in the early stages of their careers (Aguelo, 2023; Salendab & Sanchez, 2023).

In the academe, this pattern underscores the importance of early career support systems for BEEd graduates, such as job placement programs and mentorship opportunities, to help them transition smoothly into teaching roles. The high percentage of single graduates may also reflect socioeconomic factors in regions like Mindoro, where young professionals often delay marriage to secure stable employment and contribute to household incomes. For instance, studies in similar rural educational institutions emphasize that financial independence and career advancement are primary motivators for graduates entering the workforce immediately after completing their degrees (Gopez & Eniego, 2024; Aguelo, 2023).

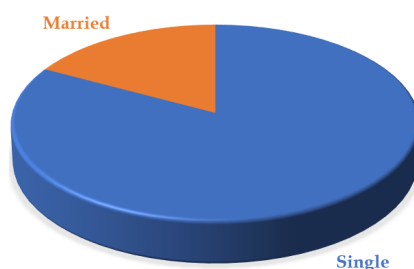


Figure 1. Civil Status of the BEEd Graduates

3.2 Sex

The results showed that 145 graduates (88.96%) were female, while only 18 graduates (11.04%) were male, confirming the persistent gender imbalance in elementary education programs. This trend aligns with recent tracer studies in the Philippines, such as a 2023 study of BEEd graduates at St. Paul University Surigao, which found that 84.9% of graduates were female (International Journal of Current Science Research and Review, 2023). Similarly, a 2024 tracer study emphasized that teaching—particularly at the elementary level—remains a female-dominated profession due to societal perceptions of teaching as a nurturing role (EPRA International Journal of Multidisciplinary Research, 2024).

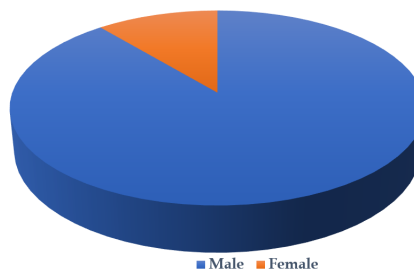


Figure 2. Sex of the BEEd Graduates

In Mindoro, this gender disparity reflects broader national and global patterns. For example, the U.S. National Center for Education Statistics (2023) reports that 89% of elementary teachers are female, mirroring Mindoro's data. This imbalance is often linked to traditional gender norms, where caregiving roles like teaching are culturally associated with women, while men are more likely to pursue technical or "masculine" fields (StatCan, 2021; Gopez & Eniego, 2024).

3.3 Educational Attainment

The results revealed that 142 graduates (87.11%) held bachelor's degrees, while nine graduates (5.52%) had earned units in a Master's program, and 12 graduates (7.36%) reported other educational paths. This highlights that most BEEd graduates prioritize entering the workforce immediately after graduation, with only a small percentage pursuing advanced studies. Recent tracer studies in Philippine teacher education programs reflect similar trends. For example, a 2023 study found that over 80% of elementary education graduates secured teaching roles without pursuing postgraduate education, as bachelor's degrees remain the standard qualification for public school employment (EPRA International Journal of Multidisciplinary Research, 2024; Gopez & Eniego, 2024).

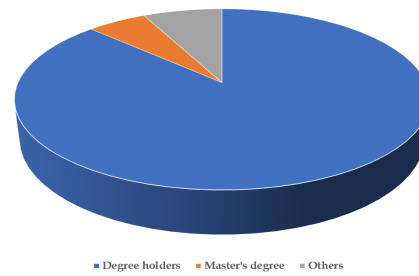


Figure 3. Educational Attainment of the BEEd Graduates

The low percentage of graduates pursuing Master's degrees may stem from limited access to graduate programs in regions like Mindoro, where postgraduate offerings are scarce, or from financial constraints that delay further education. However, the presence of graduates earning Master's units suggests a growing awareness of the need for lifelong learning to enhance teaching competencies and career advancement (UIJRT, 2021). In the academe, this underscores the importance of expanding scholarship programs and online learning opportunities to help MinSU graduates upskill without relocating. While the findings align with earlier studies, such as Ramirez et al. (2017), they also reflect current realities in Mindoro's education sector, where bachelor's degrees remain the primary pathway to employment.

3.4 Professional Examination

The results showed that 121 graduates (74.23%) passed the Licensure Examination for Teachers (LET), while 42 graduates (25.76%) were not yet eligible, including fresh graduates awaiting results or those yet to take the exam. This aligns with national trends, where passing rates for teacher licensure exams vary significantly across regions due to differences in institutional support and exam preparedness (EPRA International Journal of Multidisciplinary Research, 2024).

For Mindoro State University (MinSU), a 74% pass rate reflects both the program's strengths and areas needing improvement. Recent studies emphasize that mentorship programs, review sessions, and practice exams significantly boost LET performance (Gopez & Eniego, 2024; UIJRT, 2021). However, the 25% ineligible rate highlights challenges such as limited access to review materials or financial barriers preventing graduates from retaking the exam—a common issue in rural areas like Mindoro (EPRA, 2024).

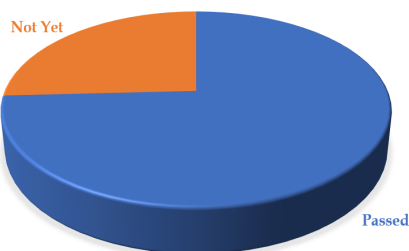


Figure 4. Results of Licensure Examination of the BEEd Graduates

3.5 Reasons for Studying the Program

The results showed that BEEd graduates chose their program for a variety of reasons: 18.40% were inspired by a role model, parents or relatives influenced 16.56%, 15.95% had a strong passion for teaching, 13.50% selected the course due to its availability at their chosen higher education institution (HEI), 7.98% because it was affordable for their family, 6.75% because of good high school grades, 6.13% for immediate employment prospects, another 6.13% were attracted by compensation, 5.52% had high grades in related subjects, and peers influenced 3.07%.

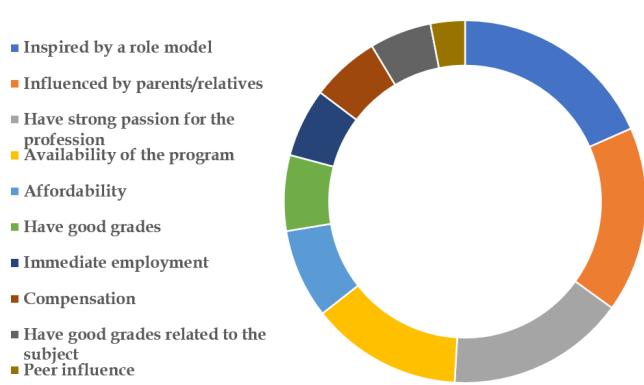


Figure 5. *Reasons for Studying the Program of the BEEd Graduates*

These findings reflect the diverse motivations that drive students in Mindoro and across the Philippines to pursue a Bachelor of Elementary Education. Recent studies emphasize that personal inspiration—such as the influence of teachers, family members, or community role models—remains a significant factor in choosing the teaching profession (Gopez & Eniego, 2024). Family encouragement and financial considerations are also significant, especially in rural areas where access to affordable education is crucial (EPRA International Journal of Multidisciplinary Research, 2024). The availability of the BEEd program at local HEIs, such as Mindoro State University, further facilitates access for students who might otherwise be unable to pursue higher education due to geographic or economic constraints (University of Luzon, 2024).

Additionally, a strong intrinsic passion for teaching and the desire for stable employment and licensure are common motivations, as the BEEd program is designed to prepare graduates for professional teaching roles and to meet the requirements for the Licensure Examination for Teachers (LET) (OEd, 2024). The promise of job security, potential for career growth, and the prestige associated with being an educator also play important roles in students' decision-making (Gopez & Eniego, 2024; EPRA, 2024). These varied motivations highlight the importance of responsive and accessible teacher education programs that consider both personal aspirations and socioeconomic realities in Mindoro and similar regions.

3.6 Employment Status

The results revealed that 60.71% of graduates (99 out of 163) were employed, while 39.28% (64 graduates) were unemployed at the time of the survey. This suggests that most BEEd graduates secure employment shortly after graduation, reflecting the program's alignment with local teaching demands. However, the 39% unemployment rate highlights challenges such as delayed licensure exam results, limited job openings in rural areas, or graduates pursuing alternative paths like further studies or entrepreneurship (EPRA International Journal of Multidisciplinary Research, 2024; Gopez & Eniego, 2024).

For Mindoro State University (MinSU), the 60% employment rate aligns with national trends in teacher education, where graduates often transition into teaching roles or related fields. However, the unemployed cohort may include fresh graduates awaiting licensure exam results or those exploring non-teaching roles, such as educational administration or private tutoring, which are common in regions with fewer public school vacancies (UIJRT, 2021).

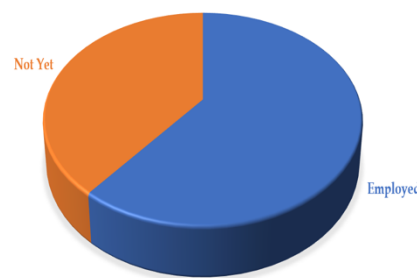


Figure 6. *Employment Status of the BEEd Graduates*

3.7 Place of Work

The results showed that 98 respondents (60.1%) are currently working within the country, while only one respondent (0.61%) is employed abroad. This indicates that the vast majority of BEEd graduates from Mindoro State University prefer to work in the Philippines rather than seek employment overseas, despite the perception of higher salaries and more opportunities abroad.

Recent tracer studies of BEEd graduates in the Philippines confirm this trend. Most education graduates choose to remain in the country due to several factors, including family ties, familiarity with the local work environment, and the availability of teaching positions in both public and private schools (Gaytos et al., 2025; Basagre, 2020). Additionally, the education sector in the Philippines continues to offer stable job opportunities, which encourages graduates to pursue local employment (Billones-Franco et al., 2024). Some studies also highlight that for many graduates, the requirements and challenges of working abroad—such as licensure equivalency, relocation costs, and separation from family—make local employment more attractive (Gaytos et al., 2025; Basagre, 2020).

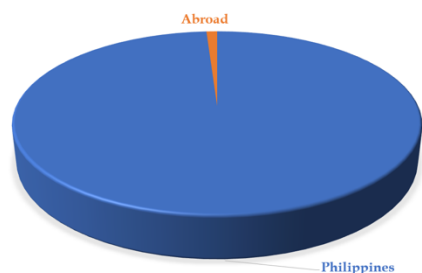


Figure 7. *Place of Work of the Employed Graduates*

In the context of Mindoro, where community and family connections are strong, these factors are even more pronounced. Many graduates value contributing to the local education system and serving their communities, which further explains the preference for domestic employment.

3.8 Major Lines of Business Presently Employed

The results showed that the majority of employed BEEd graduates (42.85%) are working in the education sector. At the same time, smaller percentages are engaged in other community businesses, utilities like electricity, gas, and water supply (3.57% each), health and social work (2.38%), private households, and transportation, storage, and communication (1.19% each). Out of the 99 employed graduates (60.71% of the total), most are following an academic career path, indicating that Mindoro State University (MinSU) effectively prepares its graduates for roles directly related to their field of specialization.

This trend is consistent with national and regional findings that education graduates overwhelmingly enter the teaching profession, especially in public and private schools. For example, Gaytos et al. (2025) reported that the majority of BEEd graduates from Eastern Samar State University were employed as teachers, with only a minority working in sectors like government service, sales, or other fields. Similarly, studies have found that while some graduates find employment in non-teaching roles—such as office work, business process outsourcing, or community services—their education training equips them with versatile skills that are valued across various

industries (Caoli-Rodriguez, 2019 as cited in Gaytos et al., 2025).

The preference for employment in the education sector also reflects the ongoing demand for qualified teachers in the Philippines and the alignment of teacher education curricula with industry needs. Higher education institutions like MinSU play a critical role in supplying competent educators for local schools, addressing both regional and national teacher shortages. At the same time, the presence of BEEd graduates in other sectors highlights the adaptability and broad competencies developed through the program, such as communication, organizational, and leadership skills, which are transferable to a range of professional environments.

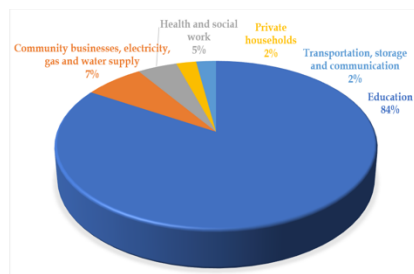


Figure 8. Major Lines of Businesses of the Employed Graduates

3.9 Job Level Position

The results revealed that 70 graduates (42.85% of employed respondents) hold professional, technical, or supervisory roles (e.g., licensed teachers, education supervisors). In comparison, 12 graduates (7.14%) are self-employed, eight graduates (4.76%) work in clerical roles, eight graduates (4.76%) did not specify their position, and one graduate (0.6%) holds a managerial/executive role. This indicates that most employed BEEd graduates work in roles directly aligned with their training, particularly in teaching and education-related positions. Recent tracer studies in Philippine teacher education programs confirm this trend, where licensed teachers dominate employment outcomes, reflecting the program's success in preparing graduates for their specialization (Gopez & Eniego, 2024; EPRA International Journal of Multidisciplinary Research, 2024).

The presence of graduates in supervisory and technical roles (e.g., education program coordinators) further highlights the versatility of their skills, such as leadership and curriculum design, which are transferable to non-teaching positions in schools or government offices (Billones-Franco et al., 2024). Meanwhile, the self-employed graduates may be engaged in tutoring, educational content creation, or small businesses – common pathways for BEEd graduates in regions like Mindoro, where formal teaching jobs are limited (UIJRT, 2021). For Mindoro State University, these findings validate the quality of its teacher education program while also signaling opportunities to expand training in leadership and entrepreneurship to prepare graduates for diverse career paths better.

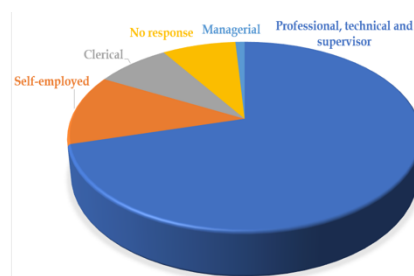


Figure 9. Job Level Positions of the Employed Graduates

3.10 Reasons for Staying in the Job

The results showed that 55.95% of employed graduates (57 out of 99) stayed in their jobs due to salaries and benefits, followed by 15.47% (17 graduates) who cited relevance to their degree, 13.09% (14 graduates) for career advancement, 4.76% (6 graduates) for proximity to their residence, 3.57% (4 graduates) for special skills, and 1.19% (1 graduate) due to peer influence.

These findings highlight that financial stability is the primary motivator for BEEd graduates to remain in their jobs, reflecting broader trends in the Philippines where competitive compensation is critical for retaining educators, especially in rural areas like Mindoro. The emphasis on salaries aligns with studies showing that adequate pay and benefits improve job satisfaction and reduce turnover among teachers (Gopez & Eniego, 2024).

The second most common reason—relevance to their degree—underscores the importance of curriculum alignment with workplace demands. Graduates who find their roles directly connected to their training are more likely to stay committed, as seen in similar tracer studies (Billones-Franco et al., 2024). Meanwhile, career advancement opportunities and proximity to home are particularly significant in Mindoro, where limited local job options and family responsibilities influence career decisions (UIJRT, 2021).

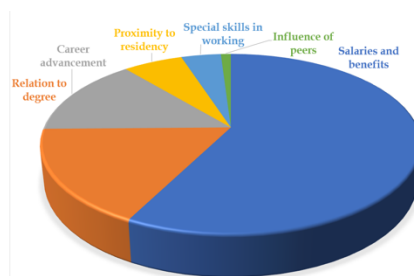


Figure 10. *Reasons for Staying in the Job of the Employed Graduates*

3.11 Reasons for Accepting the Job

The results showed that 38 graduates (23.05%) accepted their jobs primarily due to salaries and benefits, followed by 26 graduates (16.24%) who prioritized roles related to their BEEd degree, 23 graduates (14.28%) for career advancement opportunities, and 12 graduates (7.14%) who leveraged specialized skills from their studies. This trend reflects the practical realities faced by BEEd graduates in Mindoro and similar regions, where financial stability is a key driver in job acceptance. Recent studies confirm that salaries and benefits are critical for early-career teachers, particularly in rural areas where cost-of-living challenges are pronounced (EPRA International Journal of Multidisciplinary Research, 2024; UIJRT, 2021). However, the emphasis on field relevance (e.g., teaching roles aligned with their degree) highlights the importance of curriculum alignment with local job markets, ensuring graduates can secure roles that utilize their training (Gopez & Eniego, 2024).

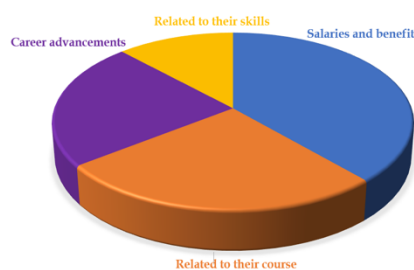


Figure 11. *Reasons for Accepting the Job of the Employed Graduates*

The focus on career advancement and specialized skills further underscores the need for lifelong learning opportunities and professional development programs to help graduates transition into higher roles, such as supervisory or administrative positions. For Mindoro State University, these findings suggest that partnerships with local schools and scholarships for advanced certifications could enhance graduates' competitiveness in both teaching and non-teaching roles (Billones-Franco et al., 2024). Practicality remains central to graduates' decisions, but factors like family encouragement and peer influence—though not explicitly measured here—are also likely contributors, as seen in similar studies of Filipino educators (Gaytos et al., 2025).

3.12 Competencies Learned in College

The results showed that 57.14% of graduates (93 out of 163) identified communication skills as the most useful competency in their jobs, followed by human relations skills (33.33%), problem-solving (27.38%), entrepreneurial

skills (22.61%), and critical thinking (21.42%).

These findings emphasize that communication skills—such as clarity, active listening, and collaboration—are critical for BEEd graduates, particularly in teaching roles where interacting with students, parents, and colleagues is central to daily work (EPRA International Journal of Multidisciplinary Research, 2024). Human relations skills (e.g., empathy, teamwork) ranked second, reflecting the importance of building trust and managing relationships in educational settings (Gopez & Eniego, 2024).

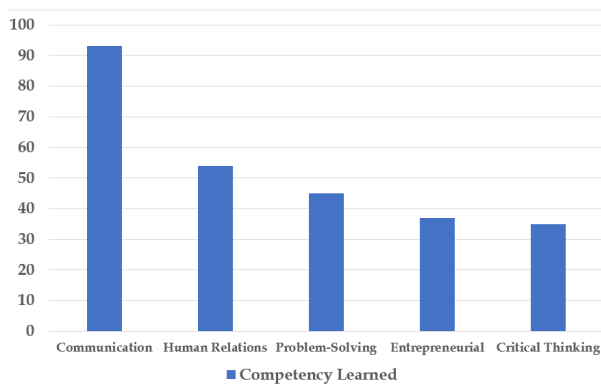


Figure 12. *Competency Learned by the BEEd Graduates*

The prominence of problem-solving and critical thinking highlights how teacher training programs equip graduates to address classroom challenges, such as adapting lessons to diverse learning needs or resolving conflicts (UIJRT, 2021). Meanwhile, the inclusion of entrepreneurial skills suggests that some graduates apply these competencies in non-teaching roles, such as managing tutoring centers or educational ventures, which are increasingly common in regions like Mindoro with limited formal job opportunities (Billones-Franco et al., 2024). For Mindoro State University, these results validate the strength of its BEEd curriculum while also signaling opportunities to enhance practical training in areas like conflict resolution and digital communication tools. Strengthening these skills could further improve graduates' adaptability in both traditional and non-traditional education roles.

3.13. Reasons for Being Unemployed

The results showed that 57.14% of unemployed BEEd graduates (37 out of 64) cited pursuing advanced studies as their primary reason, followed by family concerns (33.33%), health-related issues (27.38%), lack of experience (22.61%), and no job opportunities/did not seek work (21.42% each).

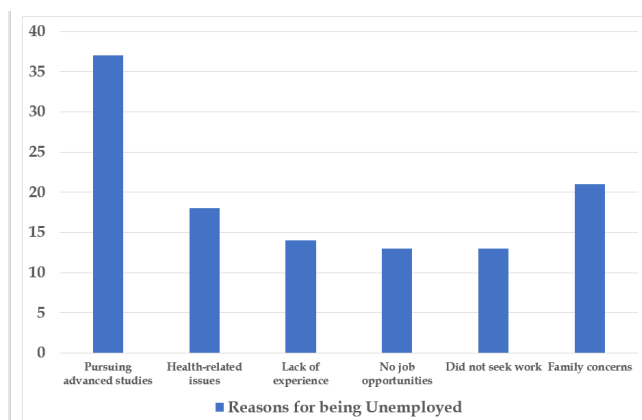


Figure 13. *Reasons for being Unemployed of the Graduates*

This highlights that continuing education is the dominant factor, reflecting a national trend where graduates

prioritize postgraduate degrees to enhance career prospects and meet evolving job market demands (EPRA International Journal of Multidisciplinary Research, 2024). Similar studies note that advanced degrees are increasingly seen as essential for securing teaching positions in competitive regions or transitioning to specialized roles (Gaytos et al., 2025). Family concerns and health issues are particularly significant in rural areas like Mindoro, where limited healthcare access and familial responsibilities often delay job searches (Billones-Franco et al., 2024). Meanwhile, lack of experience and job scarcity align with broader challenges in the Philippines' education sector, where entry-level roles increasingly require prior internships or certifications (Gopez & Eniego, 2024).

4.0 Conclusion

Based on the findings of the study, the following conclusions were drawn:

This tracer study of BEED graduates from Mindoro State University reveals that most graduates secure employment in education-related roles, driven by competitive salaries, alignment with their degree, and strong communication skills. However, challenges such as licensure delays, limited job opportunities in rural areas, and financial constraints affect some graduates' career paths. While the program effectively prepares graduates for teaching and supervisory roles, the emphasis on pursuing advanced studies among the unemployed highlights the need for enhanced postgraduate opportunities, internship partnerships, and wellness support to address regional gaps in healthcare and job accessibility. These findings underscore the importance of curriculum refinement and community collaboration to ensure graduates thrive in both traditional and non-traditional education sectors, contributing to Mindoro's educational and economic development.

5.0 Contributions of Authors

The authors, Ms. Renalyn B. Galicia and Dr. Gemcer D. Selda, made significant contributions to the study by established authorship criteria. Their roles included conceptualization of the research, development of the methodology, data collection and analysis, and preparation of the manuscript. Both authors critically reviewed and revised the work, approved the final version for publication, and accepted accountability for the integrity of the study.

6.0 Funding

Not indicated.

7.0 Conflict of Interest

The authors declare that there is no conflict of interest related to this study.

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