

Linking PPST Competencies, Licensure Exam Results, and Employment Status to the Quality of Bachelor of Elementary Education Graduates

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Abstract. Elementary education is crucial to national development, as it plays a vital role in shaping the minds and futures of young learners. In assessing teachers' competence, mastery of PPST domains, employment status, and LET performance are the key indicators. This study aimed to evaluate the competence of 87 Bachelor of Elementary Education graduates from Pampanga State Agricultural University through the PPST domains, employment status, and LET Performance, employing a quantitative survey design with a total enumeration. The research found that the results of the Licensure Examination for Teachers indicate notable improvements in student performance in both Professional Education and General Education from 2022 to 2023. The employment data highlight fluctuations in employment status, with a noteworthy rise in unemployment in 2023, but an overall trend towards improvement by 2024. Graduates from 2022 to 2024 were in Career Stage 1, or Beginning Teachers, who have gained the qualifications recognized for entry into the teaching profession. Furthermore, while higher mastery of PPST domains seems to have some influence on employment, the relationship is not strong. The LET performance has some impact on employment status; however, it is not the sole determinant of whether graduates are employed. Graduates with higher PPST mastery scores are more likely to be used. This study contributes to theory by reinforcing the multidimensional nature of teacher competence, suggesting that while licensure and domain mastery are essential, they must be contextualized within broader systemic and institutional factors. It also affirms the PPST framework as a viable lens for evaluating the readiness of beginning teachers. Practically, the findings underscore the need for sustained faculty development, targeted support for LET preparation, and institutional mechanisms that bridge teacher training with employment pathways. Continued personal and institutional efforts are highly recommended to help teachers enhance their professional competence.

Keywords: Bachelor of Elementary Education; Employment status; LET performance; Philippine professional standards for teachers; Teacher quality.

1.0 Introduction

Teachers are the cornerstone of national development, shaping the minds and values of individuals who will lead societal progress (Teacher Education Council, 2017). In the Philippine context, cultivating high-quality educators is not merely a professional imperative—it is a national priority. The Department of Education envisions producing “Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation” (DepEd Order No. 36, s. 2013). This vision underscores the pivotal role of teachers in fostering learners who are not only academically proficient but also socially responsible and future-ready (Abalada, 2022).

Elementary education teachers, in particular, serve as the bedrock of formal learning. As the first point of contact in a child's academic journey, they lay the foundation for lifelong learning, character formation, and cognitive development (Vitalo et al., 2022). Their influence extends beyond classroom instruction, shaping students' academic, social, and personal growth (Acar & Ucus, 2017). Thus, ensuring the quality of Bachelor of Elementary Education (BEEd) graduates is essential to sustaining educational excellence and national progress (Buenaventura, 2020).

Rigorous processes ensure that elementary schools are made available with qualified and dedicated teachers (Burroughs et al., 2019). Those aspiring to become elementary school teachers typically receive extensive academic preparation, often including a bachelor's degree in education or a related field (CMO 74; S., 2017). One of the primary elements of college education is aligned with the Philippine Professional Standards for Teachers, which clarifies the competencies and qualities of successful practicing educators (CMO 74; S., 2017).

PPST identifies seven domains to be taught to teachers, encompassing all the essential elementary skills and knowledge required for teaching. The following areas are identified: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community and Professional Linkages, and Personal Growth and Professional Development (Teacher Education Council, 2017).

Through graduates trained through the PPST framework, it would be teacher candidates who would leave college having developed the competencies to be effective in facilitating learning, promoting student growth, and contributing to the overall success of the education system. After obtaining a college degree, the aspiring teacher must undergo the LET to become licensed and officially authorized to practice. After passing the LET and passing the recruitment process, they can now enter their profession as an elementary school teacher, helping lead students in their educational journey, guided by the greater purpose of socio-economic change (DO. No. 7, S.2023; Philippine Qualifications Framework, 2024)

Despite the growing number of pre-service teachers, only half successfully pass the Licensure Examination for Teachers (LET) and proceed to teach in public and private schools. For instance, according to the Professional Regulation Commission Board (2024), 23,782 out of 50,593 (47.01%) elementary teachers passed the September 2023 LET, while 20,890 out of 44,764 examinees (46.67%) passed in March 2024. In a broader context, approximately 49% of graduates from 2009 to 2011 who pursued courses requiring a professional license were employed in jobs related to their field of study (Tutor et al., 2019).

Given these figures, it becomes evident that passing the LET is not the sole determinant of professional alignment. Equally important, teachers' characteristics, attitudes, qualifications, and professional skills are essential for the success of national education systems. Consequently, it is crucial to enhance and refine teacher competencies, as this has a positive impact on both learners and society as a whole (Gepila, 2020). As emphasized by Queroda and Dela Fuente (2021), competencies refer to the specific abilities and knowledge required for teachers to succeed in their profession. Teachers must possess a wide range of competencies to maximize student learning, particularly in complex environments where daily decisions have a significant impact on educational outcomes.

Furthermore, Malunes and Dioso (2020) emphasized that teaching competence is regarded as the foundation of every educational initiative. Educators worldwide are challenged to continuously develop more sophisticated teaching competencies to meet the global demand for highly skilled graduates. In addition, Cabero et al. (2020) argued that digital competency is crucial for teachers to thrive in future societies. As the adoption of information and communication technologies (ICT) in the classroom becomes more essential, teachers must develop digital competencies that enable them to integrate and use technology pedagogically.

Malunes and Dioso's (2020) study further concluded that the teaching competence of public elementary school teachers is a critical factor in providing high-quality instruction to students in the 21st century. Their findings suggest that teaching competence improves progressively as teachers gain experience. In a study conducted by Saptono and Matondang (2023), it was found that teachers' pedagogical, professional, personality, and social competencies have a significant impact on reducing students' academic stress. These findings suggest that teachers need to enhance their competence across all four domains.

Recent research indicates that teacher competence can be categorized into two primary areas: cognitive and motivational competence. Cognitive competence encompasses specific knowledge, including pedagogical content knowledge (PCK), teachers' content knowledge (TCK), and general pedagogical knowledge (GPK). Motivational competence, on the other hand, emphasizes the importance of teachers' self-efficacy and teaching enthusiasm, both of which directly influence teaching practices and professional commitment (Amalia & Saraswati, 2018). The study by Amalia and Saraswati (2018) also concluded that teacher competence significantly affects performance, underlining the importance of improving competencies to enhance instructional quality.

Additionally, Ferdinand and Andala's (2023) research found a substantial positive relationship between teacher competence and student academic performance, with 71.8% of the variance in academic performance attributable to teacher competence. This underscores the importance of competent teachers in fostering student success. Similarly, Ooyik, Lerner, and Pitts (2021) highlighted the challenges faced by Teacher Education Programs (TEPs) in preparing competent teachers, noting that many programs struggle to bridge the gap between theory and practice in instruction. The study also emphasized that the professional growth of pre-service teachers is shaped by competence beliefs, career values, and perceptions of teaching as a vocation (Yu et al., 2023).

The role of university supervisors and mentor professors in developing self-efficacy in teaching competencies was also emphasized in the findings of Ooyik, Lerner, and Pitts (2021). According to Arista, Dzulfikri, et al. (2022), teacher competence is a reliable indicator of teacher quality, with pre-service education being a critical phase in demonstrating professional abilities. Ocampo (2021) further elaborated on the importance of practice teaching as a final stage in pre-service teacher training, providing opportunities for candidates to apply theoretical principles and assess the pedagogical skills needed for 21st-century classrooms.

Finally, Espiritu (2021) noted that teacher competence is multifaceted, involving complex relationships among behavioral, cognitive, metacognitive, interpersonal, attitudinal, and affective traits. Moreover, pre-service ICT training should be incorporated into the curriculum to enhance competency and readiness for classroom teaching. In line with this, Gutierrez and Espique (2020) emphasized that improving teachers' methods and competencies is essential for enhancing basic education outcomes, as teacher competence plays a crucial role in student success both in and beyond the classroom.

Complementing these perspectives, the "Philippine Teachers Professionalization Act of 1994" (RA 7836) mandates that aspiring teachers must pass the Licensure Examination for Teachers (LET) to qualify as professional educators (Professional Regulation Commission, 2020). The LET serves as a critical benchmark for both teachers' careers and the overall quality of education. Accordingly, educational institutions must continually improve their programs to ensure graduates' success in this essential examination (Cabahug, 2023; Amanonce & Maramag, 2020; Acosta & Acosta, 2016).

Passing the LET functions as a quality assurance measure, ensuring that teachers are well-prepared and meet professional standards before entering the classroom. Licensed or certified teachers are linked to improved student learning outcomes, and success in the LET enhances employability by opening doors to teaching positions (Acosta & Acosta, 2016). Moreover, the LET also impacts institutional quality, as teacher education institutions (TEIs) establish their educational reputation based on the performance of their graduates in the LET. TEIs align their instructional delivery with LET competencies to enhance graduates' readiness (Amanonce & Maramag, 2020). Accrediting agencies consider an institution's LET performance a key indicator of educational quality, with high LET pass rates reflecting effective teacher education programs (Amanonce & Maramag, 2020).

Building on these national benchmarks, globalization, ASEAN (Association of Southeast Asian Nations) integration, and 21st-century learning goals have introduced new demands for the Philippine educational system, necessitating an evaluation of the quality of Teacher Education Institutions (TEIs) in the Philippines (Rodriguez et al., 2022). To address these demands, teachers' competence in the Philippines is assessed through the Philippine Professional Standards for Teachers (PPST), which was adopted from the National Competency-Based Teacher Standards (NCBTS) via DepEd Order No. 42, s. 2017 (Gepila, 2020). This order, titled "National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)," serves as the foundation for all teacher learning and development programs, ensuring that teachers are well-prepared to implement the K-12 program (Rodriguez et al., 2022).

The PPST outlines teacher quality expectations in the Philippines, detailing teachers' growing knowledge, practice, and professional engagement levels (Rodriguez et al., 2022). The PPST evolved from the NCBTS to better align with national and global changes and meet the needs of 21st-century learners—creative, critical thinkers adept at collaboration, communication, and the use of technology (DepEd Order No. 42, s. 2017). It also serves as the basis for all teacher learning and development programs, ensuring they are equipped to implement the K-12 Program effectively. Since teacher selection and promotion are based on these standards, performance appraisals must be aligned with the PPST.

Philippine higher education faculty are also expected to enhance their teaching competence to develop research universities, which are crucial for improving the overall quality of life. Teacher assessments in quality, teaching ability, industry awareness, and research capacity help identify gaps and implement necessary interventions to improve outcomes. However, external factors, such as a positive academic atmosphere, also influence these aspects, requiring careful management to ensure smooth competency assessment.

The PPST helps academic institutions assess teacher quality by defining what teachers should know, do, and value to achieve competence and improve student outcomes. School leaders can use PPST domains, strands, and indicators for promotion, salary increases, and benefits. Additionally, teachers can utilize the PPST to advance their careers by identifying their career stages (Gepila, 2020).

The PPST has a direct impact on the performance of student teachers, also known as practice teachers. It guides teachers in understanding what to teach and how to teach it, maintaining a learning-focused environment, responding to learner diversity, planning and designing effective instruction, using a variety of assessment tools to enhance the teaching and learning process, establishing community relationships, upholding professional ethics, and engaging in professional reflection and personal professional learning (Grageda, 2024).

A professional teacher is equipped with the necessary skills, attitude, and universal values to effect change or learning among learners. They hold a global perspective and respect their students' diverse characteristics and experiences as inputs in planning and designing learning opportunities. The PPST, built on the NCBTS, complements reform initiatives on teacher quality and articulates what constitutes teacher quality in the K to 12 reforms (Maloloy-On & Arnado, 2023).

On behalf of the Department of Education (DepEd), the Teacher Education Council (TEC) released a DepEd Order regarding the implementation of the PPST, aligning with the new professional standards for teachers. These standards establish clear expectations across defined career stages of professional development, from beginning to distinguished practice, encouraging teachers to actively pursue continuous efforts toward achieving proficiency (Martic, 2024).

Many recent educational reforms prioritize teacher quality to improve student achievement. For this purpose, the Department of Education implemented the PPST, a tool that defines the domains, strands, and indicators to measure professional learning and teaching competency for in-service teachers. However, there has been no classroom observation tool (COT) designed for pre-service teachers aligned with the PPST. Feedback on teaching skills plays a crucial role in promoting teacher quality (Grageda, 2014).

In this regard, graduate employability is also linked to graduate quality, which refers to a set of skills and abilities that enable graduates to secure jobs and succeed in their careers (Chen, 2017; Tomlinson, 2012). These skills allow graduates to meet employer expectations and adapt to labor market demands. Weligamage and Siengthai (2003) identified key factors employers seek, including communication skills, personality, IT proficiency, and practical experience. Similarly, Paddi (2014) emphasized teamwork, communication, and critical thinking as crucial attributes. Liyanage et al. (2016) and Ambepitiya (2016) also noted that while academic knowledge is important, practical and technical skills are essential for employability.

In the context of higher education, employability is a core focus, as reflected in initiatives such as the UK's Teaching Excellence Framework (DBIS, 2016), which aims to enhance student learning outcomes (Fallows & Steven, 2000). Despite its importance, the definition of employability remains inconsistent, resulting in challenges to its measurement (Yorke, 2006; Sin & Neave, 2016). As Small et al. (2018) highlighted, a clear, agreed-upon definition is necessary for higher education institutions (HEIs), employers, and policymakers to align their goals.

Ultimately, employability means graduates have developed the capacity to find or create work, supported by HEIs and employers in developing the necessary knowledge, skills, and attributes for workforce success (Hinchliffe & Jolly, 2011; Knight & Yorke, 2004; Yorke & Knight, 2006).

Quality education depends significantly on the quality of the teachers employed. Hence, teacher education institutions should take the initiative in assessing the competitiveness of their products in the teaching field. (Danday, 2023). It is essential to identify the effect of PPST domains by tracing graduates' LET performance and employability from an educational institution to monitor their accomplishments and progress in their jobs, and to provide policymakers with vital information on significant matters (Danday, 2023; Gentova et al., 2023). Results also lead to enhancements in the curriculum content and its implementation.

Despite numerous studies emphasizing the significance of tracking graduates' LET performance and employability, a notable gap remains in research, particularly within State Universities in Region 3, regarding the impact of the Philippine Professional Standards for Teachers (PPST) on graduates' licensure examination results and employment outcomes. No studies have specifically explored how the PPST framework influences Bachelor of Elementary Education (BEEd) graduates in this region.

Thus, this study aimed to evaluate the quality of graduates through their mastery of the Philippine Professional Standards for Teachers, employment status, and performance in the Licensure Examination for Teachers (LET) of Bachelor of Elementary Education graduates at Pampanga State Agricultural University from 2022 to 2024. Specifically, it sought to : (1) Determine the BEEd graduates' Licensure Examination for Teachers (LET) performance in general education and professional education ;(2) Identify their employment status ; (3) Determine the level of achievement in PPST frameworks under the seven domains; (4) Describe how the mastery of the PPST domains affects the LET performance and employment status of BEED graduate; (5) Describe how LET performance influences the employment status of BEED graduates; (6) Describe how the combined performance in PPST domain mastery and LET scores affects the employment status of BEEd graduates.

By analyzing the relationship between the PPST and these key indicators, this research sought to provide critical insights into the role of the PPST in enhancing teacher quality and professional success in the Philippines, with a focus on Pampanga State Agricultural University.

2.0 Methodology

2.1 Research Design

The selected research design for this study is a quantitative survey. A quantitative survey design is typically used in large-scale research, focusing on gathering numerical data through closed-ended questions. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012). Survey research was employed in this study to efficiently capture the demographic profiles, employment statuses, LET statuses, and PPST competencies of graduates. It supports large-scale data collection, enables generalization of findings, and aligns with the study's goal of evaluating teacher education quality in the context of national standards and global demands.

2.2 Respondents and Sampling Technique

This study employed a total enumeration. The study involved 87 Bachelor of Elementary Education graduates from the College of Education at Pampanga State Agricultural University in Magalang, Pampanga, spanning the years 2022 to 2024. The chosen respondents were those who graduated within three years, as beginning teachers are typically those who have newly graduated and gained the qualifications recognized for entry into the teaching profession, or have taught for 1-3 years (Gulcin Cosgun & Atay, 2021). These participants were selected to support the institution's initiative to monitor the performance of its recent graduates.

2.3 Research Instruments

The researchers used survey questionnaires created with Google Forms. The self-survey questionnaires had three parts. The first part described the demographic profile of the respondents, LET rating, and the Employment Status, which was adopted from the Commission on Higher Education's (CHED) tracer study questionnaire; the second part identifies the PPST Competencies of the graduates, which was adopted from PPST- Beginning Teacher's Indicators created by the Department of Education and Teacher Education Council. It is anchored on DepEd Order No. 42, series of 2017, which was supported by the CMO 74 series of 2017. The Philippine Professional Standards

for Teachers was built on the National Competency-Based Teacher Standards (NCBTS) through CHED Memorandum Order No. 52, s. 2007 and DepEd Order No. 32, s. 2009. The seven domains comprise 37 strands that refer to more specific dimensions of teacher practices.

A rating scale was used to determine the respondents' level of competencies in achieving the PPST domains, using the following descriptors: 1.00 – 1.49 = Strongly Disagree, 1.50 – 2.49 = Disagree, 2.50 – 3.49 = Agree, 3.50 – 4.00 = Strongly Agree.

Domain 1, Content Knowledge and Pedagogy. Composed of seven strands: 1. Content knowledge and its application within and across curriculum areas; 2. Research-based knowledge and principles of teaching and learning; 3. Positive use of ICT; 4. Strategies for promoting literacy and numeracy; 5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills; 6. Mother Tongue, Filipino, and English in teaching and learning; and 7. Classroom communication strategies.

Domain 2, Learning Environment. Consists of six strands: 1. Learner safety and security; 2. Fair learning environment; 3. Management of classroom structure and activities; 4. Support for learner participation; 5. Promotion of purposive learning; and 6. Management of learner behavior.

Domain 3, Diversity of Learners. Consists of five strands: 1. Learners' gender, needs, strengths, interests, and experiences; 2. Learners' linguistic, cultural, socio-economic, and religious backgrounds; 3. Learners with disabilities, giftedness, and talents; 4. Learners under challenging circumstances; and 5. Learners from indigenous groups.

Domain 4, Curriculum and Planning. Includes five strands: 1. Planning and management of the teaching and learning process; 2. Learning outcomes aligned with learning competencies; 3. Relevance and responsiveness of learning programs; 4. Professional collaboration to enrich teaching practice; and 5. Teaching and learning resources, including ICT.

Domain 5, Assessment and Reporting. Composed of five strands: 1. Design, selection, organization, and utilization of assessment strategies; 2. Monitoring and evaluation of learner progress and achievement; 3. Feedback to improve learning; 4. Communication of learner needs, progress, and achievement to key stakeholders; and 5. Use of assessment data to enhance teaching and learning practices and programs.

Domain 6, Community Linkages and Professional Engagement. Consists of four strands: 1. Establishment of learning environments that are responsive to community context; 2. Engagement of parents and the wider school community in the educative process; 3. Professional ethics, and 4. School policies and procedures.

Domain 7, Personal Growth and Professional Development. Contains five strands: 1. Philosophy of teaching; 2. Dignity of teaching as a profession; 3. Professional links with colleagues; 4. Professional reflection and learning to improve practice; and 5. Professional development goals.

2.4 Data Gathering Procedure

The data gathering process was conducted systematically and ethically. First, the research instrument was prepared, accompanied by a consent letter that assured participants of confidentiality and voluntary participation. Approval to conduct the study was then secured from the college dean and the institution's Research Committee. Once authorized, the survey was distributed via Google Forms, which included the study's purpose, consent statement, and clear instructions to guide respondents. Participants were given two weeks to complete the questionnaire. After the collection period, responses were carefully tallied and organized. The entire research process spanned five months, culminating in the analysis and interpretation of data to generate insights aligned with the study's objectives.

2.5 Data Analysis Procedure

Answered survey questionnaires were collected, analyzed, and interpreted using various statistical tools such as mean, median, and standard deviation, percentage, Pearson r, t-test, and logistic regression. Using the said statistical tools, (1) the Licensure Examination for Teachers' performance in general education and professional education of the participants was described; 2) the employment status of the participants was described. 3.) The level of mastery in PPST frameworks was described in terms of domains 1-7; 4) the effect of the mastery of the

PPST domains in the LET performance and employment status of BEED graduates was identified; 5) the influence of LET performance on the employment status of BEEd graduates was determined, and 6) the effects of combined performance in PPST domain mastery and LET scores on the employment status of BEEd graduates were described. Finally, based on the analyzed results of the survey questionnaires, recommendations were provided.

2.6 Ethical Considerations

Before conducting the study, approval was sought from the PSAU Research Office, as endorsed by the College of Education's research coordinator and dean, as well as from the participants for the study's conduct. After seeking approval through a letter, the researchers collected the total number of participants from the Department of Elementary Education chair and their profiles. Participants’ personal information, survey answers, the data collected, and the results of this study were treated with utmost confidentiality following the Data Privacy Act of 2012. Provided information and data from PSAU- College of Education, and participants were kept strictly confidential and used solely for this study. The respondents' participation is both anonymous and secure.

3.0 Results and Discussion

This section presents and interprets the study's findings, focusing on the quality of Bachelor of Elementary Education (BEEd) graduates as assessed through three key indicators: alignment with the Philippine Professional Standards for Teachers (PPST), employment status, and performance in the Licensure Examination for Teachers (LET). The results are analyzed to determine how these indicators reflect the graduates’ readiness for professional practice and their potential contribution to the education sector.

3.1 The LET Performance of BEEd Graduates

Table 1 presents the licensure examination results for teachers' performance in general education and professional education among BEEd graduates. The results indicate notable improvements in student performance in both Professional Education and General Education from 2022 to 2023. The mean scores for Professional Education increased from 83.14 in 2022 to 87.38 in 2023, while the overall mean for Professional Education remains at 85.19. Similarly, the mean score for General Education increased from 84.71 in 2022 to 86.19 in 2023, leading to an overall mean of 85.43. These upward trends in mean scores suggest that students are achieving better results over time.

The median scores further reinforce this positive trend, with the median for Professional Education increasing from 82.50 in 2022 to 87.50 in 2023, indicating that at least half of the students scored above these values. For General Education, the median also improved, rising from 85.00 in 2022 to 86.50 in 2023. This consistent improvement in median scores indicates that a significant portion of students is performing well.

In terms of variability, the standard deviation for Professional Education decreased from 3.77 in 2022 to 3.05 in 2023. This reduction means that the scores are more consistently clustered around the mean, indicating that most students are achieving results similar to the average score of 87.38. This decrease suggests a more uniform level of performance among students, reflecting potential improvements in instructional methods or curricular effectiveness. Conversely, the standard deviation for General Education increased from 3.16 in 2022 to 3.75 in 2023. This increase indicates a wider spread of scores, suggesting that while some students performed well, others did not achieve similar results. Consequently, this variability highlights a disparity in performance, indicating the need for targeted support for students who may be struggling to keep up with their peers. The average score for General Education is 86.19; however, the greater range of scores suggests that not all students are benefiting equally from the current educational strategies.

These findings align with those of Mendez (2025), who found a strong positive correlation between the academic performance of BEEd graduates and their LET scores at Davao Oriental State University – Cateel Campus. The study affirms that stronger academic preparation and targeted support contribute to better and more consistent licensure outcomes.

Table 1. The Licensure Examination for Teachers' Performance in General Education and Professional Education of the BEEd Graduates

Measure	2022		2023		Overall		2024 LET Status
	Prof. Ed.	Gen. Ed.	Prof. Ed.	Gen. Ed.	Prof. Ed.	Gen. Ed.	
Mean	83.14	84.71	87.38	86.19	85.19	85.43	Not Taken
Median	82.50	85.00	87.50	86.50	85.00	86.00	Not Taken
Standard Deviation	3.77	3.16	3.05	3.75	4.02	3.51	Not Taken

3.2 Employment Status of the BEEd Graduates

Table 2.1 presents the employment status of participants over three years (2022, 2023, and 2024), along with overall statistics. In 2022, a significant majority of participants were employed (74.19%, 23 individuals), while 16.13% (5 individuals) were not employed, and 9.68% (3 individuals) were underemployed. In 2023, the percentage of employed participants dropped sharply to 48.28% (14 individuals), while the number of unemployed individuals rose to an equal 48.28% (14 individuals), indicating a concerning trend of increased unemployment. The underemployment rate also decreased to 3.45% (1 individual). By 2024, the employment status showed some improvement, with 59.26% (16 individuals) employed and a reduction in those not employed to 40.74% (11 individuals), while underemployment was effectively eliminated. Overall, across the three years, 60.92% (53 individuals) of participants were employed, 34.48% (30 individuals) were not employed, and 4.60% (4 individuals) were underemployed. These data highlight fluctuations in employment status, with a notable rise in unemployment in 2023, but an overall trend towards improvement by 2024.

These shifts mirror national labor trends. According to the Philippine Statistics Authority (2025), the unemployment rate rose in 2023 before improving in 2024, reaching 4.7%, while underemployment fell to 12.1%. The labor force participation rate also increased, suggesting a gradual recovery. This pattern reflects broader findings from Jobstreet (2023) and GlobalData (2024), which noted a 10% surge in hiring activity from late 2022 to 2023 and a positive employment outlook for early 2024.

Table 2.1 *The Employment Status of the BEEd Graduates*

Employment Status	2022	2023	2024	Overall
Employed	74.19% (23)	48.28% (14)	59.26% (16)	60.92% (53)
Not Employed	16.13% (5)	48.28% (14)	40.74% (11)	34.48% (30)
Underemployed	9.68% (3)	3.45% (1)	0.00% (0)	4.60% (4)

The table below presents the employment status of graduates in education-related fields by year. In 2022, a total of 23 graduates were employed, with 60.87% (14 individuals) securing positions related to education and 39.13% (9 individuals) finding jobs in non-education fields. In 2023, there were 14 employed graduates, of whom 78.57% (11 individuals) worked in education-related roles, while 21.43% (3 individuals) held non-education positions. In 2024, 16 graduates were employed, with 68.75% (11 individuals) in education-related jobs and 31.25% (5 individuals) in non-education fields. Overall, across the three years, a total of 53 graduates were employed, with 67.86% (36 individuals) in education-related positions and 32.14% (17 individuals) in non-education jobs. According to data from the Philippine Institute for Development Studies (2022), education remains a reliable path to employment, particularly in sectors such as teaching, where formal qualifications are highly valued.

Table 2.2 *Employment of Graduates in Education-Related Fields by Year*

Year Graduated	Total Employed	Education-Related	Non-Education
2022	23	60.87% (14)	39.13% (9)
2023	14	78.57% (11)	21.43% (3)
2024	16	68.75% (11)	31.25% (5)
Total	53	67.86% (36)	32.14% (17)

3.3 The BEEd Graduates' Level of Achievement in PPST Beginning Teacher's Indicators

The table below shows the BEEd graduates' level of mastery in Domain 1: Content Knowledge and Pedagogy. The overall mean scores show an increase from 3.44 in 2022 to 3.69 in 2023, followed by a slight decrease to 3.66 in 2024, resulting in an average mean of 3.59, which is categorized as Strongly Agree. This rating indicates that graduates consistently feel competent across all indicators in Domain 1: Content Knowledge and Pedagogy. These scores highlight the effectiveness of the BEEd program in equipping graduates with strong pedagogical skills, the ability to use ICT effectively, and diverse communication strategies in the classroom. Based on the descriptive scale, scores ranging from 3.50 to 4.00 are classified as Strongly Agree, reflecting high levels of competency. The averages for all indicators from 2022 to 2024 surpass 3.50, indicating that graduates have a strong overall

confidence in their teaching abilities within Domain 1.

In conclusion, the data presented in Table 3 suggest that BEEd graduates feel well-prepared with the essential pedagogical knowledge and skills necessary for effective teaching, showing year-on-year improvement in most areas. Domain 1 emphasizes the importance of content mastery, theory-based pedagogy, language proficiency, and the effective use of strategies and technologies to support high-quality learning (DO No. 42, s. 2017). These results affirm the effectiveness of the BEEd curriculum in producing competent, community-responsive educators. These results are supported by Tiongco & Dela Cruz (2021), who found that teacher education in higher-order rural Luzon demonstrated high proficiency in curriculum planning and learner diversity, aligning with the strong ratings in this table.

Table 3.1 *The BEEd Graduates' Level of Achievement in Domain 1: Content Knowledge and Pedagogy*

Indicator	2022 Mean	2023 Mean	2024 Mean	Average Mean	Description
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	3.45	3.76	3.67	3.63	Strongly Agree
1.2.1. Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	3.45	3.59	3.63	3.56	Strongly Agree
1.3.1. Show skills in the positive use of ICT to facilitate the teaching and learning process.	3.45	3.76	3.67	3.63	Strongly Agree
1.4.1. Demonstrate knowledge of teaching strategies that promote literary and numeracy skills.	3.42	3.72	3.63	3.59	Strongly Agree
1.5.1. Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	3.45	3.69	3.67	3.60	Strongly Agree
1.6.1. Use Mother-Tongue, Filipino, and English to facilitate teaching and learning.	3.42	3.69	3.63	3.58	Strongly Agree
1.7.1. Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement, and achievement.	3.42	3.62	3.7	3.58	Strongly Agree
Overall Mean:	3.44	3.69	3.66	3.59	Strongly Agree
Legend: Numerical Rating Descriptive Rating 1.00 – 1.49 Strongly Disagree 1.50 – 2.49 Disagree 2.50 – 3.49 Agree 3.50 – 4.00 Strongly Agree					

Below is Table 3.2, which shows the level of mastery of BEEd graduates in Domain 2: Learning Environment. The overall mean scores for Domain 2: Learning Environment indicate a positive trend, increasing from 3.48 in 2022 to 3.72 in 2023, with a slight decline to 3.69 in 2024. The three-year average of 3.63, which falls under "Strongly Agree," indicates that graduates have a high level of confidence in their ability to create learning environments that ensure student safety, participation, and responsibility. According to the rating scale, scores between 3.50 and 4.00 are classified as Strongly Agree. All indicators in Domain 2 meet this threshold, suggesting that BEEd graduates feel very competent in all areas related to the learning environment.

The information in Table 3.2 illustrates that BEEd graduates consistently see themselves as capable of establishing safe, supportive, and motivating learning environments. Their strong self-assessment in competencies related to classroom structure, discipline, and inclusivity indicates the program's effectiveness in preparing future teachers to foster a nurturing and equitable learning atmosphere. This emphasis on a positive learning environment aligns with best practices for effective teaching and student engagement. Domain 2 emphasizes the role of teachers in creating learning environments that are safe, secure, fair, and supportive, thereby promoting learner responsibility and achievement. This Domain centers on creating a learning-focused environment in which teachers efficiently manage learner behavior in a physical and virtual space. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards achieving high standards of learning (DO No. 42, s. 2017).

This is supported by Reyes et al. (2025), whose tracer study of Laguna University's College of Education graduates from 2021 to 2024 found that most BEEd graduates were employed in teaching roles and rated themselves highly

in classroom management and student engagement competencies. These results confirm that teacher education programs are effectively equipping graduates with the skills to create positive learning environments that align with national teaching standards and learner-centered pedagogies.

Table 3.2. *The BEEd Graduates' Level of Achievement in Domain 2: Learning Environment*

Indicator	2022 Mean	2023 Mean	2024 Mean	Average Mean	Description
2.1.1. Demonstrate knowledge of policies, guidelines, and procedures that provide a safe and secure learning environment.	3.48	3.69	3.63	3.60	Strongly Agree
2.2.1. Demonstrate understanding of learning environments that provide fairness, respect, and care to encourage learning.	3.48	3.79	3.70	3.66	Strongly Agree
2.3.1. Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within the available physical learning environment.	3.52	3.69	3.67	3.63	Strongly Agree
2.4.1. Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	3.42	3.62	3.70	3.58	Strongly Agree
2.5.1. Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.45	3.79	3.70	3.65	Strongly Agree
2.6.1. Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	3.52	3.76	3.74	3.67	Strongly Agree
Overall Mean:	3.48	3.72	3.69	3.63	Strongly Agree
Legend: Numerical Rating Descriptive Rating 1.00 – 1.49 Strongly Disagree 1.50 – 2.49 Disagree 2.50 – 3.49 Agree 3.50 – 4.00 Strongly Agree					

Table 3.3 presents the level of mastery of BEEd graduates in Domain 3: Diversity of Learners over three years (2022, 2023, and 2024). This domain assesses their capability to support different learner backgrounds and needs. Each indicator received a rating of *Strongly Agree*, indicating a high level of perceived competency among the graduates.

When examining the mean scores for each indicator, a general upward trend is evident from 2022 to 2023, followed by a slight decline in 2024. For example, graduates rated their knowledge of teaching strategies that respond to linguistic, cultural, socio-economic, and religious diversity (Indicator 3.2.1) highly, with an average score of 3.65, the highest among all indicators. Similarly, the implementation of strategies for learners with disabilities, giftedness, and talents (Indicator 3.3.1) also received an average score of 3.65. Indicators related to differentiated teaching and understanding of special educational needs (3.1.1 and 3.4.1) both maintained a consistent mean score of 3.61 throughout the three years. The knowledge of strategies inclusive of indigenous learners (Indicator 3.5.1) had the lowest mean in the domain, at 3.60, but was still rated as 'Strongly Agree'.

In conclusion, the overall mean score of 3.62 shows that graduates believe they are well-prepared to teach diverse learners, with consistent self-assessments across all indicators. The slight decrease in scores from 2023 to 2024 indicates a need for ongoing focus on inclusive teaching strategies. Overall, the BEEd program seems effective in equipping graduates with the skills to handle learner diversity, especially in responsive and differentiated teaching practices. Domain 3 emphasizes the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classroom. It highlights the need for teaching practices that are differentiated to support all learners in becoming successful citizens in a changing local and global environment (DO No. 42, s. 2017).

This self-assessed competence is supported by Albatin et al. (2025), whose tracer study of BEEd graduates from Bulacan State University revealed that both hard and soft skills—especially adaptability, empathy, and inclusive

strategies—were critical to their success in diverse classrooms. Similarly, a national study on pedagogical approaches for K–12 learners was conducted by Dela Cruz & Ramos (2024). found that Filipino teachers consistently practiced constructivist, integrative, and reflective methods to meet the varied needs of learners, with a general weighted mean of 4.48, indicating high implementation levels. These findings affirm that teacher education programs in the Philippines are effectively preparing graduates to create inclusive learning environments, aligning with national standards and global best practices.

Table 3.3. *The BEEd Graduates' Level of Achievement in Domain 3: Diversity of Learners*

Indicator	2022 Mean	2023 Mean	2024 Mean	Average Mean	Description
3.1.1. Demonstrate knowledge and understanding of differentiated teaching to suit the learner's gender, needs, strengths, interests, and experiences.	3.48	3.72	3.63	3.61	Strongly Agree
3.2.1. Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic, and religious backgrounds.	3.48	3.79	3.67	3.65	Strongly Agree
3.3.1. Use strategies responsive to learners with disabilities, giftedness, and talents.	3.52	3.76	3.67	3.65	Strongly Agree
3.4.1. Demonstrate understanding of the special educational needs of learners under challenging circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse, and child labor practices.	3.42	3.79	3.63	3.61	Strongly Agree
3.5.1. Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	3.42	3.72	3.67	3.60	Strongly Agree
Overall Mean:	3.46	3.76	3.65	3.62	Strongly Agree
Legend: Numerical Rating Descriptive Rating 1.00 – 1.49 Strongly Disagree 1.50 – 2.49 Disagree 2.50 – 3.49 Agree 3.50 – 4.00 Strongly Agree					

Table 3.4 below presents the level of mastery of BEEd graduates in Domain 4: Curriculum and Planning, which emphasizes their ability to design, implement, and enhance instructional processes to align with curriculum standards. Each indicator received a *Strongly Agree* rating, highlighting the graduates' confidence in fulfilling the requirements of curriculum planning and execution. The mean scores reveal a consistent upward trend from 2022 to 2023, with scores either remaining stable or showing slight increases in 2024. The indicator with the highest average score (3.67) is 4.4.1, which evaluates graduates' willingness to seek advice for improving their teaching strategies. This indicates that BEEd graduates highly value ongoing professional development and collaboration. Indicator 4.3.1, which measures knowledge in implementing relevant learning programs, also received a strong score with a mean of 3.66, reflecting their confidence in creating practical educational experiences. Conversely, the preparation of developmentally sequenced teaching processes (Indicator 4.1.1) had the lowest average (3.57). However, it still falls within the *Strongly Agree* range, suggesting a need for further support in this area.

In conclusion, the overall mean of 3.63 indicates that BEEd graduates feel capable in curriculum and planning. Their high ratings across various indicators demonstrate that they are well-equipped to develop and adjust curriculum-aligned teaching methods, seek mentorship, and effectively integrate resources, including ICT, into their planning and delivery. These findings suggest that the BEEd program effectively cultivates the essential skills necessary for graduates to excel in curriculum design and instructional planning. Domain 4 addresses teachers' knowledge of and interaction with the national and local curriculum requirements. This Domain encompasses their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design well-structured and sequenced lessons, individually or in collaboration with colleagues. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs, and incorporate a range of teaching and learning resources. The Domain expects teachers to communicate learning goals to support learner participation, understanding, and achievement (DO no.42, s. 2017).

The highest-rated indicator (4.4.1), which reflects graduates' willingness to seek advice for improving teaching strategies, aligns with Respuesto's (2023) portfolio reflections, which emphasize the importance of mentorship in

lesson planning. Similarly, the strong performance in implementing relevant learning programs (4.3.1) supports Buenaventura's (2020) assertion that effective curriculum integration is a hallmark of teacher readiness. Although the lowest score was recorded in sequencing developmentally appropriate teaching processes (4.1.1), it remains within the "Strongly Agree" range, echoing gaps identified in curriculum alignment and differentiated instruction (Vitalo et al., 2022; Bridging the Gap, 2023). These findings support that the BEEd program equips graduates with essential competencies in curriculum planning, while also highlighting areas for targeted enhancement in lesson sequencing and adaptive pedagogy.

Table 3.4. *The BEEd Graduates' Level of Achievement in Domain 4: Curriculum and Planning*

Indicator	2022 Mean	2023 Mean	2024 Mean	Average Mean	Description
4.1.1. Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	3.42	3.62	3.67	3.57	Strongly Agree
4.2.1. Identify learning outcomes that are aligned with learning competencies.	3.58	3.66	3.7	3.65	Strongly Agree
4.3.1. Demonstrate knowledge in the implementation of relevant and responsive learning programs.	3.61	3.66	3.7	3.66	Strongly Agree
4.4.1. Seek advice concerning strategies that can enrich teaching practice.	3.58	3.79	3.63	3.67	Strongly Agree
4.5.1. Show skills in the selection, development, and use of a variety of teaching and learning resources, including ICT, to address learning goals.	3.48	3.66	3.7	3.61	Strongly Agree
Overall Mean:	3.53	3.68	3.68	3.63	Strongly Agree
Legend:	Numerical Rating	Descriptive Rating			
	1.00 – 1.49	Strongly Disagree			
	1.50 – 2.49	Disagree			
	2.50 – 3.49	Agree			
	3.50 – 4.00	Strongly Agree			

Table 3.5 presents data from Domain 5: Assessment and Reporting, showing the means for various indicators over three years (2022, 2023, and 2024) along with their average mean scores and descriptions of agreement. All indicators show a strong level of agreement (average means between 3.58 and 3.65), indicating that respondents are confident in their knowledge and skills related to assessment and reporting. There is a consistent upward trend in mean scores from 2022 to 2024 across most indicators, suggesting improvement in the knowledge and application of assessment strategies. The overall mean score reflects a strong consensus among respondents regarding their capabilities in assessment and reporting, indicating effective professional development or training in these areas over the evaluated years.

Table 3.5. *The BEEd Graduates' Level of Achievement in Domain 5: Assessment and Reporting*

Indicator	2022 Mean	2023 Mean	2024 Mean	Average Mean	Description
5.1.1. Demonstrate knowledge of the design, selection, organization, and use of diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	3.48	3.62	3.63	3.58	Strongly Agree
5.2.1. Demonstrate knowledge of monitoring and evaluation of learners' progress and achievement using learner attainment data.	3.52	3.59	3.67	3.59	Strongly Agree
5.3.1. Demonstrate knowledge of providing timely, accurate, and constructive feedback to improve learner performance.	3.55	3.72	3.63	3.63	Strongly Agree
5.4.1. Demonstrate familiarity with a range of strategies for communicating learner needs, progress, and achievement.	3.58	3.69	3.67	3.65	Strongly Agree
5.5.1. Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.	3.52	3.66	3.67	3.62	Strongly Agree
Overall Mean:	3.53	3.66	3.65	3.61	Strongly Agree
Legend:	Numerical Rating	Descriptive Rating			
	1.00 – 1.49	Strongly Disagree			
	1.50 – 2.49	Disagree			
	2.50 – 3.49	Agree			
	3.50 – 4.00	Strongly Agree			

Domain 5 relates to processes associated with various assessment tools and strategies used by teachers to monitor, evaluate, document, and report learners' needs, progress, and achievement. This Domain concerns the use of assessment data in various ways to inform and enhance the teaching and learning process and programs. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize, and utilize sound assessment processes (DO No. 42, s. 2017). This finding aligns with the tracer study conducted by Reyes et al. (2025), which evaluated BEEd graduates from Laguna University and found that assessment and reporting skills were among the most highly rated competencies by both graduates and employers. The study emphasized that outcomes-based education (OBE) and performance-based assessments embedded in teacher education programs significantly contributed to graduates' preparedness in classroom assessment practices.

Table 3.6 below presents the level of achievement of BEEd graduates in Domain 6: Community Linkages and Professional Engagement. The indicators reflect a strong agreement regarding graduates' understanding and engagement with their community contexts. The mean scores for 2022, 2023, and 2024 show consistent improvement across all indicators. For instance, the understanding of responsive learning environments rose from 3.45 in 2022 to 3.67 in 2024, resulting in an average of 3.58. Similarly, efforts to build relationships with parents and the community improved from 3.45 to 3.70, achieving an average of 3.64. Awareness of laws and regulations relevant to the teaching profession also increased, with scores rising from 3.48 to 3.74, resulting in an average of 3.66. Additionally, knowledge of school policies and procedures for fostering harmonious relationships within the school community increased from 3.52 to 3.70, with an average of 3.68. The overall mean for this domain, which increased from 3.48 to 3.70, reflects a strong consensus among respondents regarding their engagement and professional development in community linkages and professional engagement, confirming the effectiveness of their efforts in these areas.

Domain 6 affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This Domain expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability, and transparency to promote professional and harmonious relationships with learners, parents, schools, and the wider community (DO no.42, s. 2017).

Further support comes from the tracer study by Reyes et al. (2025), which found that BEEd graduates who actively participated in community-based programs and professional development activities were more likely to be employed and retained in teaching positions. These graduates reported that their exposure to local contexts and stakeholder engagement during pre-service training enhanced their adaptability and effectiveness in diverse school settings.

Table 3.6. *The BEEd Graduates' Level of Achievement in Domain 6: Community Linkages and Professional Engagement*

Table 3.6: The DELTA Graduates' Level of Achievement in Domain 6: Community Linkages and Professional Engagement						
Indicator		2022 Mean	2023 Mean	2024 Mean	Average Mean	Description
6.1.1. Demonstrate an understanding of learning environments that are responsive to community context.		3.45	3.62	3.67	3.58	Strongly Agree
6.2.1. Seek advice concerning strategies that build relationships with parents/guardians and the wider community.		3.45	3.76	3.7	3.64	Strongly Agree
6.3.1. Demonstrate awareness of existing laws and regulations that apply to the teaching profession and become familiar with the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i> .		3.48	3.76	3.74	3.66	Strongly Agree
6.4.1. Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the broader school community.		3.52	3.83	3.7	3.68	Strongly Agree
Overall Mean:		3.48	3.74	3.70	3.64	Strongly Agree
Legend:	Numerical Rating	Descriptive Rating				
	1.00 – 1.49	Strongly Disagree				
	1.50 – 2.49	Disagree				
	2.50 – 3.49	Agree				
	3.50 – 4.00	Strongly Agree				

The table below presents the level of achievement of BEEd graduates in Domain 7: Personal Growth and Professional Development. The indicators reveal a strong consensus regarding teachers' commitment to their personal and professional growth. The mean scores for the years 2022, 2023, and 2024 show a consistent upward trend across all indicators. For example, the ability to articulate a learner-centered teaching philosophy increased from a mean of 3.52 in 2022 to 3.67 in 2024, resulting in an average of 3.63. Similarly, behaviors that uphold the dignity of the teaching profession, characterized by qualities such as respect and integrity, improved from 3.48 to 3.70, yielding an average of 3.65. The pursuit of professional links with colleagues also showed positive development, with scores rising from 3.55 to 3.70 and an average of 3.64. Furthermore, understanding the role of professional reflection in enhancing practice increased from 3.58 to 3.67, resulting in an average of 3.65. Lastly, the motivation to achieve professional development goals, as measured by the Philippine Professional Standards for Teachers, increased from 3.61 to 3.70, with an average of 3.70. The overall mean for this domain reflects a rise from 3.55 to 3.69, indicating strong agreement among respondents regarding their dedication to personal growth and professional development in the teaching profession.

Domain 7 focuses on teachers' personal growth and professional development. It accentuates teachers' proper and high regard for the profession by maintaining qualities that uphold the dignity of teaching, such as a caring attitude, respect, and integrity. This Domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers assuming responsibility for their own personal growth and professional development to promote lifelong learning (DO No. 42, s. 2017).

Supporting this, the study by Punla and Farro (2022) at Bataan Peninsula State University found that BEEd graduates demonstrated significant growth in competencies related to personal and professional development, particularly when aligned with CMO No. 74, s. 2017. Their findings emphasized that while graduates felt confident in their abilities, cooperating teachers and coordinators noted areas for further development—highlighting the value of sustained mentoring and institutional support.

Table 3.7. *The BEEd Graduates' Level of Achievement in Domain 7: Personal Growth and Professional Development*

Indicator	2022 Mean	2023 Mean	2024 Mean	Average Mean	Description
7.1.1. Articulate a personal philosophy of teaching that is learner-centered.	3.52	3.69	3.67	3.63	Strongly Agree
7.2.1. Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect, and integrity.	3.48	3.76	3.7	3.65	Strongly Agree
7.3.1. Seek opportunities to establish professional links with colleagues.	3.55	3.66	3.7	3.64	Strongly Agree
7.4.1. Demonstrate an understanding of how professional reflection and learning can be used to improve practice.	3.58	3.69	3.67	3.65	Strongly Agree
7.5.1. Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.	3.61	3.79	3.7	3.70	Strongly Agree
Overall Mean:	3.55	3.72	3.69	3.65	Strongly Agree
Legend: Numerical Rating Descriptive Rating 1.00 – 1.49 Strongly Disagree 1.50 – 2.49 Disagree 2.50 – 3.49 Agree 3.50 – 4.00 Strongly Agree					

3.4 The Effect of the PPST Domain Mastery on the LET Performance and Employment Status of Beed Graduates.

Table 4.1 presents the descriptive statistics and correlation results for PPST Mastery and LET Ratings for BEED graduates in 2022 and 2023. In 2022, the mean PPST Mastery score was 3.62 with a standard deviation of 0.86, while the mean LET rating was 83.2 with a standard deviation of 3.37, indicating more variability in PPST mastery compared to LET performance. For 2023, the mean PPST Mastery score increased to 3.74 with a lower standard deviation of 0.45, suggesting more consistency in the mastery scores. The mean LET rating also improved to 87.0 with a reduced standard deviation of 2.65, reflecting a tighter distribution of scores.

The correlation analysis reveals a moderate positive relationship between PPST Mastery and LET Ratings in 2022, with an R-value of 0.61 and a statistically significant p-value of 0.001. This suggests that higher mastery of PPST domains moderately contributes to better LET performance. In 2023, the correlation strengthened to a strong

positive relationship with an R-value of 0.73 and a p-value of less than 0.001, indicating that as mastery of PPST increased, so did LET performance. The significance of the relationship in both years highlights the important role of PPST mastery in influencing the LET results of BEED graduates.

Overall, the table suggests an improving trend in both PPST mastery and LET performance over time, along with a stronger relationship between the two variables in 2023 compared to 2022. Various studies support the findings in this table. Abao et al. (2023) found that LET performance is significantly influenced by teacher preparation, including mastery of PPST domains. Their national study recommended strengthening curriculum alignment and mentoring to improve licensure outcomes. Cahapay & Toquero (2022) confirmed that academic indicators, such as PPST mastery, have predictive validity for LET success, especially among first-time test-takers.

Table 4.1. *The Effect of the PPST Domain Mastery on the LET Performance of BEED Graduates*

Year	PPST Mastery (Mean)	LET Rating (Mean)	PPST Mastery (SD)	LET Rating (SD)	R-value (Correlation Coefficient)	P-Value	Strength of Relationship	Significance Level
2022	3.62	83.2	0.86	3.37	0.61	0.001	Moderate Positive	Significant
2023	3.74	87.0	0.45	2.65	0.73	<0.001	Strong Positive	Significant

Table 4.2 presents data on how the mastery of the Philippine Professional Standards for Teachers (PPST) domains influences the employment status of Bachelor of Elementary Education (BEED) graduates from 2022 to 2024. Over the years, there has been a slight increase in PPST mastery scores, with the mean rising from 3.62 in 2022 to 3.79 in 2024. However, employment rates do not follow a consistent upward trend, starting at 74.19% in 2022, dropping sharply to 48.28% in 2023, and recovering somewhat to 59.26% in 2024. The correlation coefficients (R-values) suggest a weak positive relationship between PPST mastery and employment, with the strongest correlation in 2022 (0.38) and the weakest in 2023 (0.22). Overall, while higher mastery of PPST domains seems to have some influence on employment, the relationship is not strong.

These findings are echoed in the tracer study by Reyes et al. (2025), which found that although BEED graduates from Laguna University demonstrated strong professional competencies, many struggled to secure teaching positions aligned with their qualifications. The study emphasized the need for better alignment between academic preparation and labor market demands, especially in regions with limited public school vacancies. Similarly, the 4th Philippine Graduate Tracer Study by Orbeta et al. (2019) highlighted that even highly educated graduates face employment challenges due to mismatches between training and job availability, reinforcing the idea that competency alone does not guarantee employment.

Table 4.2. *The Effect of the PPST Domain Mastery on the Employment Status of BEED Graduates*

Year	PPST Mastery (Mean)	PPST Mastery (SD)	Employment Rate (%)	Correlation Coefficient (R-Value)	Strength of Relationship
2022	3.62	0.86	74.19%	0.38	Weak Positive
2023	3.73	0.45	48.28%	0.22	Very Weak Positive
2024	3.79	0.68	59.26%	0.29	Weak Positive

3.5 Correlation Analysis: LET Performance, PPST Competencies, and Employment Status of BEED Graduates

Table 5 summarizes the influence of LET performance on the employment status of Bachelor of Elementary Education (BEED) graduates from 2022 to 2024. In 2022, the mean LET rating was 3.81, which corresponded to a high employment rate of 74.19%. The P-value of 0.03 indicated a statistically significant relationship between LET performance and employment, suggesting that graduates with higher LET ratings were more likely to secure teaching positions that year. However, in 2023, the mean LET rating dropped to 3.67, and the employment rate fell significantly to 48.28%. The P-value of 0.12 indicated that the relationship was not statistically significant, suggesting that other factors, such as market conditions or shifts in hiring practices, may have influenced employment opportunities. In 2024, the LET rating slightly improved to 3.70, and the employment rate increased to 59.26%. Despite this positive trend, the P-value of 0.07 still did not reach the conventional significance threshold, suggesting that while LET performance may have some influence on employment status, it is not the sole determinant.

Overall, these findings suggest that LET performance plays a varying role in the employment status of BEED graduates over time. The significant relationship in 2022 highlights the importance of LET performance during

that period, indicating that graduates who excelled in the LET were more likely to secure employment. However, the lack of significant correlations in 2023 and 2024 suggests that external factors, such as labor market conditions and institutional hiring practices, may have become more influential in determining employment outcomes. Consequently, educational institutions and policymakers should focus not only on improving LET performance but also on understanding and addressing broader labor market dynamics to enhance the employability of future BEEd graduates.

These findings are supported by Mendez (2025), who found that academic performance was a strong predictor of LET success among BEEd graduates, but not a consistent determinant of employment outcomes. Similarly, Reyes et al. (2025) emphasized that while licensure performance contributes to employability, institutional alignment with market needs and regional hiring practices are equally critical. Entero and Comerros (2025) also noted that psychological readiness and contextual factors – such as access to a review center and job search support – impact both LET outcomes and employment success.

Table 5. *The Influence of LET Performance on the Employment Status of BEEd Graduates*

Year	LET Rating (Mean)	Employment Rate (%)	P-Value	Significance
2022	3.81	74.19%	0.03	Significant
2023	3.67	48.28%	0.12	Not Significant
2024	3.70	59.26%	0.07	Not Significant

Table 6 presents the influence of the combined performance in PPST domain mastery and LET scores on the employment status of BEEd graduates. The logistic regression model examines how the combined performance in PPST Mastery and LET scores influences the employment status of BEEd graduates. The intercept has a value of -3.50, with a p-value of 0.002, indicating that, without considering PPST Mastery or LET scores, the baseline odds of employment are very low. This suggests that the likelihood of being employed is minimal when neither predictor is considered.

Table 6. *Influence of the Combined Performance in PPST Domain Mastery and LET Scores on the Employment Status of BEEd Graduates*

Predictor	Coefficient (β)	Standard Error	Odds Ratio	P-Value
Intercept	-3.50	1.20	—	0.002
PPST Mastery	0.75	0.30	2.12	0.010
LET Rating	0.08	0.05	1.08	0.080

The coefficient for PPST Mastery is 0.75, meaning that for every unit increase in PPST Mastery, the log-odds of being employed rise by 0.75. This corresponds to an odds ratio of 2.12, indicating that a graduate is 2.12 times more likely to be employed for each additional point in PPST Mastery, holding LET scores constant. The p-value of 0.010 indicates that this effect is statistically significant, suggesting that PPST Mastery has a substantial positive impact on employment outcomes. For the LET Rating, the coefficient is 0.08, suggesting that every one-point increase in the LET score increases the log-odds of employment by 0.08. The odds ratio of 1.08 suggests an 8% increase in the likelihood of employment for each additional point in the LET score. However, the p-value of 0.080 indicates that this effect is not statistically significant at the conventional 5% level, meaning that the LET Rating has a weaker and less specific impact on employment compared to PPST Mastery.

Overall, the results indicate that PPST Mastery has a significant impact on enhancing the employment prospects of BEEd graduates, whereas LET scores may contribute positively, albeit with a less pronounced and statistically uncertain effect. Therefore, graduates with higher PPST Mastery scores are more likely to be employed, and while LET scores may have some influence, their impact is comparatively weaker. These findings align with studies such as Abao et al. (2023), who noted that LET performance alone does not fully explain employment outcomes, and Cahapay & Toquero (2022), who emphasized the predictive power of PPST-aligned competencies over licensure scores. Bonior (2020) similarly found that professional readiness and contextual factors play a more decisive role in employment than LET ratings. Overall, the results suggest that while LET scores may contribute positively, PPST Mastery is a more reliable and impactful predictor of employment, highlighting the need for teacher education programs to prioritize PPST-aligned training and real-world teaching competencies.

4.0 Conclusion

The study's findings are presented to support the transition from teacher education to employment. The notable gains in student performance in both Professional Education and General Education from 2022 to 2023 highlight the need for continuous curricular enhancement aligned with the Philippine Professional Standards for Teachers (PPST) domains, integrating more practical training, school-based internships, and real-world teaching experiences to prepare graduates for Beginning Teacher roles in Career Stage 1. The rise in graduate unemployment in 2023 highlights the need for partnerships among teacher education institutions, local education authorities, and policymakers to develop job placement programs, career fairs, and career counseling services. Given the positive link between PPST mastery and employment outcomes, targeted professional development and mentoring programs should be institutionalized to address specific competency gaps. Although the relationship between LET performance and employment status is modest, sustained review programs and academic coaching remain essential for improving licensure outcomes and enhancing employability. For practice, these findings suggest the need for evidence-based policies that integrate academic preparation with employability and 21st-century teaching skills. For future research, studies should examine the roles of digital teaching competencies, soft skills, regional disparities, and longitudinal career trajectories in shaping teacher readiness and labor market success.

5.0 Contributions of Authors

Principal Author: Conceptualization of the study, editing, and supervising in adherence to suggestions and comments from the peer reviewer.

Author 2: Searching for literature and studies, assisted in the interpretation of the results, data analysis, and writing.

Author 3: Searching for theories and other references, coordinated with the respondents.

Author 4: Assisted in the data gathering procedure.

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7.0 Conflict of Interests

The researchers declare no conflict of interest and confirm that they are not involved in this research undertaking.

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