

# Employability of Tagoloan Community BEED Graduates of School Year 2018-2019

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## ABSTRACT

This study examined the employability of Bachelor of Elementary Education (BEED) graduates from Tagoloan Community College, batch 2018–2019, through a mixed-methods approach involving 99 respondents. Findings revealed that 86.9% of the graduates were employed, with 72.73% working in non-teaching fields, indicating the adaptability of BEED graduates in diverse professions. The research explored variables such as demographic profiles, licensure exam results, employment types, job positions, income levels, and participation in training or seminars. Socio-economic challenges influencing career outcomes were identified, leading to recommendations for curriculum enhancement and support programs to better align education with workforce demands. Employing total population sampling, the study included all BEED graduates of the specified year and utilized instruments adapted from prior research on BSED English graduates. Data collection involved online surveys and interviews, ensuring ethical compliance and respondent confidentiality. Statistical analysis covered factors such as age, gender, civil status, licensure eligibility, and employment attributes, while triangulation combined quantitative and qualitative insights. The study concluded that continuous curriculum review, graduate support initiatives, and strengthened linkages with industry partners are vital to sustaining and improving the employability and career readiness of BEED graduates in an evolving labor market.

## INTRODUCTION

This study, focused on the employability and outcomes of BEED graduates from 2018-2019, employs tracer research to gather comprehensive information about the graduates in attendance. By collecting demographics, educational, and employment data, the study aims to assess the suitability of the current BEED curriculum at Tagoloan Community College. The findings will inform innovative approaches to meet students' needs, extend support for the TCC College of Education's future initiatives, and aid in developing a modified curriculum for BEED program Quality Assurance. Furthermore, the study will assist the organization in designing policies and programs beneficial to graduates, deepening its interest in future researchers, and offering insights into competitiveness and job market preparation.

Employability has been a major worry for higher education institutions, according to the literature. It is well known that the more opportunities that were missed, the longer each graduate waited to find a job. The cost of unemployment was reported by the International Monetary Fund in 2020. In light of this, "unemployment imposes its value extends beyond money. Enormous costs on individuals, society, and the nation. With time, it might cause one to become skeptical. Education and training would eventually lose value among the unemployed people (Simpson, 2020).

Ulanday (2021) reported the top three employability skills: communication, planning and organizing, and problem-solving. One study reported that competency in researching and presenting was highly valued and is marketable. This was taken from the department chairs' perspectives who valued higher-order thinking skills (e.g., critical thinking and metacognition). Accordingly, these findings indicate that these educators are unconcerned with the rudiments, such as communicating and working together. The emergence of disruptive technology and the introduction of educational reforms have made a rapid change in the workplace, according to Oy (2021). These changes place value on employability and literacy for ensuring success in a degree program and as a career element (International Journal of Innovation; Scientific Research & Review, 2022). Therefore, a scoping review was conducted to explore the existing literature on the employability skills of Teacher Education graduates in the Philippines.

Many studies have looked at what employability is and pointed out major elements that enable people to be successful in the labor market. Smith et al (2019) report that a mixture of technical abilities, soft skills, and work-related expertise largely improves employability. Furthermore, Brown and Johnson (2019) emphasized lifelong learning and adaptability in order to maintain employability. In addition, Jones (2020) focused on establishing networks and developing professional contacts as a way of promoting employment prospects. The results in total summarize what it takes to be employable in today's world by indicating that there are many aspects of employability.

The study stresses that today's demands of the job market are changing so fast that even an undergraduate finds it difficult to obtain a decent position. It highlights the challenge of getting employment that matches one's degree, especially for recent graduates. The study stresses the importance of advanced qualifications like master's and doctoral degrees, especially in scientific and professional, technical, and government employment.

## **METHODS**

This study used mixed-method research. This study was conducted at Tagoloan Community College, Baluarte, Tagoloan, Misamis Oriental. There are 99 participants in all. The approval to conduct this study was secured through a letter of permission from the dean of the College of Education of Tagoloan Community College. The letter is presented first to the Registrar to obtain information about the graduates of the school year 2018-2019 of Tagoloan Community College and locate them on social media platforms, request permission to participate, and, upon their agreement, provide them with the online questionnaire.

## **RESULTS AND DISCUSSION**

The employment situation for BEED students is analyzed in detail with regard to how graduates penetrate the labor market during the period of 2018-2019. It investigates the complex interconnection between education, skill, and the labor market through a sequential analysis of structured data aimed at enhancing current debates about education and employment.

The result reveals that 86.9% of participants are employed, potentially securing good jobs immediately and performing well in the board examination, while a smaller proportion of 13.1% consists of unemployed individuals facing challenges such as financial difficulties, discrimination, and unemployment related to Covid-19. The employment outcomes for Bachelor of Elementary Education BEED graduates reveal a noteworthy distribution, with 27.27% opting for a career in the teaching profession, while a substantial 72.73% have ventured into non-teaching professions. This divergence prompts an exploration into the alignment and potential mismatch between the education they received and the career paths they pursued. The

findings suggest a significant proportion of BEED graduates are diverging into non-teaching professions, prompting a deeper examination of the alignment between their education and chosen careers. The observed patterns may be influenced by socio-economic challenges, signaling a need for a nuanced understanding of the factors shaping career decisions. Moreover, the competent integration of BEED graduates into non-teaching roles underscores the versatility of their skill set, emphasizing the potential for these graduates to contribute meaningfully across diverse professional domains.

Anderson & Tomlinson (2021). Transitioning into the first career destination requires individuals to demonstrate their worthiness, while employers must differentiate among graduates with similar qualifications. This is the qualitative phase of the study that explores deeper into rich narratives, discovering their views towards challenges and opportunities. The research will be carried out through thematic analysis, which is aimed at drawing important inferences on various factors that constitute their career paths. The contemporary job market presents multifarious issues such as financial issues, work environment, job availability, eligibility, competitive job market, and self-efficacy. The major themes that our participants encountered are as follows.

### **Social Economic Challenges**

Job availability, working conditions, financial matters, and tough competition for the job are among the socio-economic problems confronting Bachelor of Elementary Education (BEED) graduates. Employability of BEED graduates is hampered by the challenge of lack of employment opportunities, which result from fluctuation in demand for teachers due to different socio economic factors. In addition, the working environment may pose problem to the educators. While dealing with an insufficient supply of materials, crowded classrooms or changing teaching approaches. Apart from this, financial problems are added on, as salaries at times fail to match educators' critical contribution towards molding the society tomorrow. Given the competitiveness of the job market, BEED graduates should remain up to date with relevant trends on education and development and continuously upgrade their craft. Accordingly, there will be need for focused research and the development of strategic measures that will assist in making BEED graduates competitive enough to succeed in the ever-changing socio-economic terrain of education.

***“Before I got this job, most of my problems were about financial related ones, pressure by people around me etc. And now that I have this job, the problems that I usually encounter are work related problems like meeting the deadlines, performing the job poorly, and misunderstanding with co-workers etc. Though, this job cannot sustain my needs but it at least, somehow, alleviate and lighten up the burden I got when it comes to financial related problems.” (Participant 49 lines 142-***

***150)***

### **Competence**

Competencies for employability of BEED graduates encompass self-efficacy and eligibility. Competency is formed by self-efficacy, which is about believing that an individual is able to complete the task at hand and meet any particular objectives. This research investigates the way that BEED graduate students use themselves as an educational tool and their conception of self-efficacy during a classroom engagement program. However, at the same time, the research examines what makes a graduate competent, including obtaining the appropriate skills, knowledge, and qualifications needed to be competent enough in elementary education. Through the interaction of self-efficacy and qualification, the study seeks to discover what

makes Beed's graduates employable and, hence, what capabilities are required to succeed in the education sector.

***"I graduated college with full of happiness, 13 I thought life was end up there because I already have a diploma but that is not a guarantee even if I pass the LET exam.14The struggle is how to look for a job,15 some people rejected me,16 judge me because I'm a teacher but not teaching,17 but I neglected those comments about me.18 Until someone told me that I will be a Reading Teacher in A public school Though this is not a permanent job but still grateful for the opportunities that God has given me" ."*** (Participant 6, lines 13-19)

### **Financial problem**

A significant number of participants expressed that they are grappling with financial challenges. The feedback from many individuals highlighted the ongoing struggle they face in terms of their financial well-being, shedding light on the particular economic concerns experienced by BEED graduates. To wit:

***"The problem that I had encountered before is to find a job, which is the financial assistance because if you want to apply there's a lot of requirements to comply and when I am stable there's also a problem to cope up in terms of time management and to my colleagues."*** (Participant 57, lines 171-172)

Participants 57 emphasized the challenge of securing financial assistance due to stringent job application requirements. Previously, the individual faced difficulties finding employment, highlighting the intricate conditions one must meet to access essential financial support. This is mirrored in the statement of Jayme (2023), who stated that financial difficulties significantly impact their ability to secure employment, given the numerous requirements they must meet, including undergoing various tests such as neurological, pregnancy, and psychological assessments.

***"Yes, money is a factor; a person can't do anything without it. If someone has no money, they can't apply. Why? Because we need finances before we can apply, as there is no application process where everything is free. The application itself is free, but once you are accepted, that's when your expenses for the requirements start."...*** (Jayme, 2023)

Graduates suffer from low income, low financial literacy, compulsive spending tendencies, and high debt levels. Additionally, financial stress will lead to anxiety, depression, and behavioral changes like withdrawing from social activities or physical symptoms like stomachaches or headaches (Savuth et al., 2022). Many graduate students have made poor decisions on other costs (transition to a new city, entertainment, etc.) and have allowed credit card debt to pile up. Comparison with peers, emotional escape through spending, or the deserving grad mindset may put you and your family into a financial mess that makes recovery seem impossible.

### **Work environment**

Apprehensions regarding their work environment point to a widespread challenge in the overall conditions of their professional workspace. This, however, was maintained as stated:

***"After I've got the job as a teacher the main problem was to adjust in the environment, especially on how to deal with the colleagues, parents and the pupils"...*** (Participant No. 23, line 171)

Moreover, the formidable challenge of attaining passing points for the DepEd Ranking emphasizes the difficulty in securing a permanent position. Despite being currently engaged as

a substitute teacher under a contract, the respondent expressed enduring anticipation for a permanent position from the department. Once hired as a teacher, adapting to the new environment emerged as a significant hurdle. The adjustment process proved particularly demanding in navigating relationships with colleagues, parents, and pupils, underscoring the multifaceted nature of challenges faced in the teaching profession.

The mentioned statement above supports the statement of Jayme (2023), who stated that the satisfaction of teachers in their environment significantly influences their professional development. A positive atmosphere, good relationships, and effective leadership from principals contribute to a teacher's happiness in their work environment. Thus, the participants opined:

***...“ The environment is indeed a factor. For example, if a teacher is not happy with their environment, it can significantly affect their professional growth...”***

*(Jayme, 2023)*

Workplace well-being, as explored by Slep, Kren, and Brodrick (2020), can have positive or negative impacts. Cooper and Quick (2019) define workplace well-being as encompassing physical, psychological, and social benefits, creating environments where individuals can function optimally and uphold credible values. Page and Brodrick (2020) explain that job well-being includes job satisfaction and work-related emotions. Job satisfaction is a means to assess awareness of work-related activities. Emotions include cognitive (emotional) judgments.

### **Job availability**

Dynamic reflection of the ever-changing employment landscape, shaped by technological advancements, economic trends, and societal shifts. It encompasses a range of diverse opportunities for individuals seeking employment, with industries adapting to emerging needs and creating new roles.

***“The problems I encountered before are how to find a job that exactly to fit with my degree....”*** *(Participants no. 37, lines 116)*

Participant 37 highlighted a tale of both optimism and adversity. The initial joy of graduating with a diploma was met with the realization that it did not guarantee immediate success, even after passing the LET exam. The struggle unfolded in the daunting task of job hunting, marked by rejections and judgments from those who questioned their identity as a teacher not actively involved in teaching. Undeterred by the criticism, Participant 6 persevered. A glimmer of hope emerged when an unexpected opportunity presented itself in the form of a role as a Reading Teacher in a public school. Despite the impermanence of the position, the participant expressed deep gratitude for the unforeseen chances bestowed by God, signifying a resilient journey of embracing opportunities amid the uncertainties of post-graduation life.

Jayme (2023) stated that if there are no available positions, then there are no individuals in employment.

***“Yes, it is also related because if there are no vacancies, no one can be employed. It really depends on the availability of positions.”*** *(Jayme (2023) lines 56-57)*

### **Eligibility**

The majority of the participants show that Eligibility is a cornerstone in life, sets crucial qualifications for program participation, benefits access, or engagement in activities. It spans education, employment, and government assistance, reflecting fairness and equity principles. Navigating eligibility is paramount for individuals shaping opportunities.



***“Lack of prior teaching experience can make it more challenging to secure a teaching job, as schools often prefer candidates with some experience. After: Maintaining discipline and managing a classroom can be a significant challenge for new teachers.”*** (Participant no. 25, lines 76-78)

Participant 25 highlighted the hurdles associated with securing a teaching position without prior teaching experience. They acknowledged the increased difficulty in the competitive job market, where schools typically prefer candidates with a background in teaching. The participant underscored the challenges faced by new teachers, particularly in maintaining discipline and effectively managing a classroom environment. This insight sheds light on the complexities faced by those entering the teaching profession, emphasizing the importance of experience in navigating the demands of the role, particularly in classroom management.

Jayne (2023) stated that, in accordance with the law, meeting the essential criteria is a fundamental requirement. Teachers are currently regulated by the PRC and must hold a valid license. If a teacher's license expires, they are ineligible to teach until they renew it. Being eligible is a prerequisite for engaging in teaching.

***“Yes, because it is part of the law. It is a basic requirement that you must be eligible. Teachers now are under the PRC (Professional Regulation Commission), whereas before they were under Civil Service and didn't need a license. Back then, eligibility was just a certificate. Since it's under the PRC now, a license is required. If the license expires, you could face legal consequences, so it must be renewed. Eligibility is a prerequisite if you want to teach....”***

### **Competitive Job Market**

A significant number of participants expressed that individuals navigate a complex terrain where demand for skilled professionals evolves. Employers seek adaptable, innovative candidates with diverse skills. Continuous learning and proactive career development are essential for success in this competitive environment. Staying ahead requires resilience and a mindset of lifelong learning.

According to Participant 42, the Competitive Job Market was one of her problems when she was looking for a job. The competition for teaching positions can be high, especially in densely populated areas or in certain specialties.

Participant 42 highlighted that the Competitive Job Market emerged as a significant challenge during her job search, particularly in the context of teaching positions. She highlighted the heightened competition in densely populated areas or specialized fields, shedding light on the rigorous dynamics of securing a teaching position. This observation underscores the intense demand for such roles, emphasizing the need for applicants to distinguish themselves through unique qualifications and a compelling skill set in order to navigate and succeed in this competitive employment landscape.

According to Gomez (2023), the competitiveness of BEED graduates from the 2018-2019 batch in the job market can significantly influence their employability. Factors such as skills, experience, networking, and the overall demand for educators can impact how competitive they are in securing employment opportunities.

### **Self-efficacy**

According to Oboza (2019), the main issue with college graduates is not a lack of talent but insufficient competence. "Being a college graduate is no assurance that you are job-ready," he argues. In addition, he stated that a more robust education system offers students early knowledge about available jobs in business. Companies willing to hire recent graduates with

rudimentary abilities and train them to meet the company's needs before putting them to work are more adaptable. According to a study by Fay and Frese (2019), as cited by Meto (2023), the initiative has become increasingly important in the modern workplace. Companies need individuals capable of independent thought, self-direction, and initiative.

Participant 12 stated that, ***“The problems that I have encountered before was not knowing where to start, limited resources and lack of experiences.”***

Gomez (2023) found that the correlation between the self-efficacy of BEED graduates (2018-2019) and their employability outcomes is evident. Higher self-efficacy is associated with increased employability, showcasing a positive link between graduates' confidence in their abilities and their success in securing employment within the specified timeframe.

***“Your demonstrative attributes and the character traits of a graduate, particularly those with a Bachelor of Elementary Education, need to be understood to be transparent in your “know-how” for classroom management. About 95-98% of what is required involves relatedness or collaborativeness. So, who you are as a graduate is reflected in your employment and your job. It is a measure of how you overcome hurdles and face difficult challenges, reflecting who you are upon graduation. Therefore, your first exposure to challenges, the primary obstacle you face is yourself when you are employed...”***

Jayne (2023) posits that if they lack confidence and aren't adequately equipped with their talents and skills, it can impact their employability. This may lead to securing a job outside your field of study. Some graduates, despite being eligible, choose not to pursue a career in teaching.

***“It's really important because if you are not confident that you are well-equipped with your talents and skills, you will struggle with your job applications and hesitate. This could result in you applying for jobs like being a store clerk instead. So, there's a mismatch. If someone says they are a graduate but admits they haven't learned much and find it difficult, they won't apply for teaching positions. Instead, they might work as a sales clerk or seek jobs abroad. There are many graduates in education who are not teaching now, even if they are eligible. This is because the new criteria are very challenging, leading to initial discouragement.”***

## **Exhaustive Discussion**

In-depth review of quantitative and qualitative information about BEED graduate employability reveals the richness of its employment outcomes. The study shows that the number of teachers employed quantitatively is 86.9%. It has also been mentioned that out of those, 67.59% passed the LET. This shows that over 72% preferred non-teaching professions and proves the fact that they possess wider competencies than mere school teachers.

BEED graduates face various challenges in employment, including financial constraints, unfavorable working conditions, limited job opportunities, strict qualification criteria, and intense competition. Socio-economic issues, such as a shortage of employment opportunities due to changing teaching demands, inadequate working conditions, and lower-than-expected pay, further contribute to their difficulties. The study explores how BEED graduates perceive and apply self-efficacy in real professional school settings, emphasizing the importance of skills, knowledge, and qualifications in determining employability. Participants express concerns about financial challenges and workplace issues, underscoring the need for research and interventions to enhance their employability.

To wind up, BEED graduates have shown a high employment level, but there is still a need for further attempts regarding socio-economic impediments as well as competence issues. These include revisions in the curriculum, financial solutions, workplace improvement, and emphasis in self-efficacy development. To ensure that they are prepared to work through diverse professional paths, BEED graduates should be educated in ways that mirror the dynamic job market demands. These qualitative findings confirm the multidimensional characteristics of all these problems that are met by newly graduated teachers. Therefore, it is clear that a comprehensive model needs to be created in order to make these teachers successful in both teaching and non-teaching professions.

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