



Professional Pathways of Secondary Education Graduates

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Abstract

This study investigates the socio-demographic, academic, and employment profiles of 2022 graduates of the Bachelor of Secondary Education (BSE) program at Bukidnon State University, focusing on job fit, competencies, and employment experiences. The primary objectives were to describe graduates' profiles, identify employment outcomes, assess competencies useful in their careers, and evaluate job fit. Using a quantitative design, the study gathered data through surveys with graduates. It was found out that while the majority of graduates were female, with Malaybalay City as their primary origin, only a small fraction pursued further studies. Unemployment rates were high, and fewer graduates secured regular or tenured positions. Notably, the competencies most valued in the job market were communication, human relations, problem-solving, and critical thinking skills, whereas entrepreneurial skills were considered less relevant. The job fit analysis revealed that graduates in the Filipino and Science specializations had higher job alignment with their degree, while Social Studies graduates faced significant challenges. The study recommends promoting gender balance, increasing ethnic and cultural diversity in the curriculum, decentralizing educational access, and enhancing opportunities for further studies. Further research is needed to explore the factors influencing these outcomes and develop strategies for improving graduate employability and job fit in the education sector.

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Introduction

Tracer studies are vital tools in assessing the impact and relevance of higher education programs in the professional success of graduates. These studies help educational institutions gain insights into how well their programs prepare students for the workforce, identifying key competencies, gaps, and areas of improvement. According to previous research, tracer studies are instrumental in aligning academic curricula with labor market demands, ensuring that graduates are equipped with the necessary skills to thrive in their chosen fields (Cuadra, Aure, & Gonzaga, 2019). With the fast-changing nature of various industries and the need for continuous learning, universities worldwide have relied on tracer studies to evaluate their programs' effectiveness, particularly in teacher education (Patulin, Degamon, Borja, & Vasquez, 2024).

While extensive research has explored the utility of tracer studies in general, less attention has been given to program-specific outcomes within distinct fields such as teacher education. Many studies tend to focus on broad employment data without delving deeply into the specific competencies of graduates in different academic majors, leaving a gap in understanding how specialized training aligns with job requirements in education (Pardo & Pichay, 2019). For instance, there is limited research on how graduates from programs such as Bachelor of Secondary Education (BSEd), particularly those with majors in English, Filipino, Science, Social Studies and Mathematics, fare in real-world teaching environments. This gap calls for a more detailed exploration of program-specific outcomes in relation to the current state of educational demands in the Philippines (Pentang, Perez, Cuanan, Recla, Dacanay, Bober, & Nur-aina, 2022).

This tracer study aimed to address this gap by specifically analyzing the career trajectories, professional achievements, and challenges faced by graduates of Bukidnon State University's Bachelor of Secondary Education (BSEd) program, with a focus on English, Filipino, Science, Social Studies and Mathematics majors. The study provided valuable insights into how well the program prepares graduates for the teaching profession, the alignment of the curriculum with industry needs, and the impact of the program on graduates' professional growth. This research contributed to the ongoing improvement of the BSEd program, ensuring that it remains responsive to both national educational policies and the evolving demands of the teaching profession.

Method

The methodology used in the graduate tracer study involved Quantitative Design. This is to effectively capture and analyze the graduates' demographic and academic profile, employment profile and job experiences, competencies that graduates found useful in their job, and job fit. This approach allows for a comprehensive and detailed understanding of the phenomena under investigation, providing rich, in-depth data that can inform and enhance the study's findings and conclusions.

Research Locale

The study is administered in Bukidnon State University (BukSU), a state university located in Malaybalay City,

Bukidnon, Philippines. The school was formerly known as Bukidnon State College that was founded in 1924. It has a long history of serving the educational needs of the region, and has played a significant role in the development of Bukidnon, contributing to the educational and socio-economic advancement of the community. It was ranked 268th among 1,072 universities worldwide in the World University Rankings for Innovation (WURI) 2024. BukSU comprises seven colleges in the main campus, College of Arts and Sciences (CAS), College of Business (COB), College of Education (COE), College of Technologies (COT), College of Law (COL), College of Nursing (CON), and College of Public Administration and Governance. BukSU extends its educational reach through several satellite campuses across Bukidnon and in some part of Misamis Oriental, each offering programs to meet the needs of the local communities.

Participants

The participants of this study were the 2022 graduates of Bachelor of Secondary Education major in English, Filipino, Mathematics, Science and Social Studies. The graduates were identified from the provided list of those who earned their degrees in 2022, encompassing the first cycle of the State University and Colleges Leveling Criteria and Guidelines. The list of target participants for the tracer study was provided by the Alumni Relations Unit, based on the list requested from the Registrar, and supports the tracing of graduates via the online BukSU alumni tracer survey form.

Participants were informed about the purpose, procedures, and potential uses of the survey before the participants were directed to the sets of questions. The consent was obtained from each participant prior to their involvement in the study, and that their participation was voluntary and that they have the right to withdraw from the study at any point without any consequences ensuring that Republic Act 10173 - Data Privacy Act of 2012 was observed.

Instruments

The questionnaire was adapted and modified CHED questionnaire. This questionnaire aims to collect information from graduates to assess employability and improve university course offerings. It contains questions about the graduate's personal details, educational background, employment status, job details, and reasons for career choices to gather data on their transition from college to the workforce. Additionally, some questions were included to capture other variables that are needed to assess the employability and job fit of the graduates. The survey questionnaire was administered by the Alumni College Coordinators and faculty of the department.

Date Collection and Analysis

The data were collected using a snowball sampling technique administered by the Alumni College Coordinators and faculty of the departments. This method ensures a diverse representation of graduates from various backgrounds and experiences, capturing a wide range of perspectives to enrich the data collected. The Alumni Relations technical support officer organizes the data, which the department can access after submitting the data request form. This form was used to formally request specific information about alumni from the Alumni Relations

Unit, which manages the Alumni Tracing System, the repository of all tracked alumni data. The form requires approval from the department head and a recommendation from the University data privacy officer, ensuring the safety of the alumni data.

The data analysis process involved descriptive statistical analysis to provide a comprehensive and holistic understanding of the graduates. Specifically, it employed measures such as mean and standard deviation to examine their demographic and academic profiles, employment status, job experiences, and the competencies they found valuable in their careers. The same approach was used to evaluate the alignment between the graduates' jobs and their university degrees. Descriptive statistics, including frequency counts, percentages, and ranking of frequencies, were applied to identify patterns and trends in the data distribution. Additionally, a job fit assessment analysis was conducted to evaluate how well the graduates' current roles align with their academic qualifications.

Results and Discussion

The tracer study aimed to analyze the socio-demographic and academic profiles of graduates from the Bachelor of Secondary Education program at Bukidnon State University. It focused on understanding the gender distribution among graduates in various subject areas, including English, Filipino, Mathematics, Science, and Social Studies. A quantitative research methodology was employed, utilizing descriptive statistics to summarize the demographic characteristics of the graduates.

Table 1 presents the socio-demographic profile of graduates by gender across different subjects. Among the English graduates (n=77), 15.58% are male, and 84.42% are female. In the Filipino program (n=28), the gender distribution is 28.57% male and 71.43% female. For Mathematics graduates (n=33), 39.39% are male, while 57.58% are female. In Science (n=29), the male representation is 41.38%, and females comprise 58.62%. Lastly, for Social Studies (n=39), 30.77% are male, and 69.23% are female. Overall, the total number of graduates (N=206) indicates that males account for 27.67%, whereas females constitute 71.84% of the graduates. In summary, the results demonstrate a significant gender imbalance among graduates, with a notably higher percentage of females across all subject areas. The overall distribution shows that females represent a substantial majority (71.84%) of the graduates, while males comprise only 27.67%.

Table 1. Socio-Demographic and Academic Profile of the Graduates in terms of Gender

Graduates Profile	Frequency	Percentage
English (n=77)		
● Male	12	15.58
● Female	65	84.42
Filipino (n=28)		
● Male	8	28.57
● Female	20	71.43
Mathematics (n=33)		
● Male	13	39.39

Graduates Profile	Frequency	Percentage
● Female	19	57.58
Science (n=29)		
● Male	12	41.38
● Female	17	58.62
Social Studies (n=39)		
● Male	12	30.77
● Female	27	69.23
Overall (N=206)		
● Male	57	27.67
● Female	148	71.84

n=2022 graduates tracked per major

N=2022 secondary education tracked graduates

The data suggests a trend toward higher female participation in the Bachelor of Secondary Education program, particularly in subjects such as English, where the female representation is particularly pronounced. This may reflect broader societal trends in education and gender roles. These findings are consistent with existing literature that highlights the growing enrollment of female students in teacher education programs. Previous studies have reported similar gender disparities in the field of education, indicating a shift in demographics and career choices among women (Encinas-Martín, 2023).

The observed gender distribution may be influenced by several factors, including societal norms that encourage women to pursue teaching professions, as well as potential support systems and mentorship programs that may be more accessible to female students in this field. While the findings indicate a positive trend in female representation, they raise concerns about gender diversity in the teaching profession. The lack of male graduates, particularly in certain subject areas like English and Filipino, may limit perspectives in the classroom. The finding is aligned with Wang (2023) that further research is recommended to explore the implications of this gender imbalance and to develop strategies that promote inclusivity in teacher education programs.

Moreover, Table 2 presents the tribe or ethnicity of graduates from the Bachelor of Secondary Education program, categorized by their respective majors: English, Filipino, Mathematics, Science, and Social Studies. In the English program (n=77), the majority of graduates (75.32%) identified as having no specific ethnicity, while the other ethnic groups represented included Bisaya (6.49%), Cebuano (5.19%), and others, such as Batangueña, Boholano, and Higaonon, each comprising less than 3% of the cohort. Among the Filipino graduates (n=28), 71.43% also reported no specific ethnicity, with notable representations from Tala-andig (10.71%) and other ethnic groups like Higaonon and Cebuano. In Mathematics (n=33), 87.88% of graduates identified as having no ethnicity, with a small representation from Bisaya, Bukidnon, and Ilongo (3.03% each).

The Science program (n=29) shows a more diverse representation, with 41.38% reporting no specific ethnicity. The remaining graduates identified as Cebuano (17.24%), Bukidnon (13.79%), and Bisaya (10.34%). In the Social

Studies program (n=39), a significant 84.62% reported no ethnicity, while Bukidnon and Higaonon each accounted for 5.13%. Overall, among the 206 graduates, a substantial 73.79% indicated no specific ethnicity. The remaining ethnic representations include Cebuano (5.34%), Bukidnon (4.85%), and Bisaya (4.37%), with several other groups represented in much smaller percentages. In summary, the results highlight a predominant trend of graduates identifying as having no specific ethnicity, particularly within the English, Filipino, Mathematics, and Social Studies programs. The data suggests that while there is some diversity in tribal representation, the overwhelming majority of graduates do not associate with a specific ethnic group.

These findings align with Pit-ten Cate, Rivas, and Busana (2021), which indicates that many students in education programs may not emphasize ethnic identity, possibly due to a focus on academic and professional aspirations over cultural affiliations. The lack of ethnic diversity among graduates could reflect broader societal trends or attitudes towards ethnicity in the education sector.

Table 2. Socio-Demographic and Academic Profile of the Graduates in terms of Tribe/Ethnicity

Graduates Profile	Frequency	Percentage
English (n=77)		
• Batangueña	1	1.30
• Bisaya	5	6.49
• Boholano	2	2.60
• Bukidnon	2	2.60
• Cebuano	4	5.19
• Higaonon	2	2.60
• Ilocano	1	1.30
• Ilongo	1	1.30
• Tala-andig	1	1.30
• None	58	75.32
Filipino (n=28)		
• Bukidnon	1	3.57
• Cebuano	2	7.14
• Higaonon	2	7.14
• Tala-andig	3	10.71
• None	20	71.43
Mathematics (n=33)		
• Bisaya	1	3.03
• Bukidnon	1	3.03
• Ilongo	1	3.03
• None	29	87.88
Science (n=29)		
• Bisaya	3	10.34
• Bukidnon	4	13.79

Graduates Profile	Frequency	Percentage
• Cebuano	5	17.24
• Higaonon	2	6.90
• Ilongo	2	6.90
• Karay-a	1	3.45
• None	12	41.38
Social Studies (n=39)		
• Bukidnon	2	5.13
• Higaonon	2	5.13
• Ilongo	1	2.56
• Tala-andig	1	2.56
• None	33	84.62
Overall (N=206)		
• Batangueña	1	0.49
• Bisaya	9	4.37
• Boholano	2	0.97
• Bukidnon	10	4.85
• Cebuano	11	5.34
• Higaonon	8	3.88
• Ilocano	1	0.49
• Ilongo	5	2.43
• Karay-a	1	0.49
• Tala-andig	5	2.43
• None	152	73.79

n=2022 graduates tracked per major; N=2022 secondary education tracked graduates

Likewise, Table 3 presents the disability profile of graduates from the Bachelor of Secondary Education program. Among the 2022 tracked graduates, only 1 individual (0.49%) identified as having a physical disability, while an overwhelming majority of 205 graduates (99.51%) reported having no disabilities. These findings indicate a significant absence of reported disabilities among the graduates, suggesting a largely able-bodied cohort in the program. This trend may reflect broader societal factors related to disability awareness and inclusion in educational settings, warranting further investigation into the experiences and challenges faced by individuals with disabilities in teacher education programs (Hayes & Bulat, 2017).

Table 3. Socio-Demographic and Academic Profile of the Graduates in terms of Disability

Graduates Profile	Frequency	Percentage
• Physical	1	0.49
• None	205	99.51

n=2022 graduates tracked per major

N=2022 secondary education tracked graduates

Furthermore, Table 4 illustrates the distribution of graduates from the Bachelor of Secondary Education program by city or municipality. Among English graduates (n=77), Malaybalay City emerges as the most significant contributor, accounting for 42.86% of this group. Other municipalities, such as Kalilangan (6.49%) and Lantapan (5.19%), also show noteworthy representation. For the Filipino graduates (n=28), Malaybalay again dominates with 25.00%, with additional contributions from Valencia (17.86%) and Lantapan (10.71%). In the Mathematics cohort (n=33), 51.52% of graduates are from Malaybalay, further highlighting the city's prominence.

Table 4. Socio-Demographic and Academic Profile of the Graduates in terms of City/Municipality

Graduates Profile	Frequency	Percentage
English (n=77)		
• Cabanglasan	3	3.90
• Damulog	1	1.30
• Don Carlos	1	1.30
• Impasug-ong	2	2.60
• Kadingilan	2	2.60
• Kalilangan	5	6.49
• Kibawe	4	5.19
• Kitaotao	1	1.30
• Lantapan	4	5.19
• Malaybalay City	33	42.86
• Maramag	2	2.60
• Pangantucan	1	1.30
• Quezon	2	2.60
• San Fernando	1	1.30
• Sumilao	2	2.60
• Valencia City	3	3.90
• Outside Bukidnon	10	12.99
Filipino (n=28)		
• Cabanglasan	2	7.14
• Don Carlos	1	3.57
• Kalilangan	1	3.57
• Kibawe	2	7.14
• Lantapan	3	10.71
• Malaybalay	7	25.00
• Manolo	1	3.57
• San Fernando	1	3.57
• Sumilao	1	3.57
• Valencia	5	17.86

Graduates Profile	Frequency	Percentage
• Outside Bukidnon	4	14.29
Mathematics (n=33)		
• Dangcagan	1	3.03
• Impasug-ong	1	3.03
• Kadingilan	1	3.03
• Lantapan	1	3.03
• Libona	2	6.06
• Malaybalay	17	51.52
• Quezon	3	9.09
• Sumilao	3	9.09
• Talakag	1	3.03
• Valencia	1	3.03
• Outside Bukidnon	2	6.06
Science (n=29)		
• Cabanglasan	5	17.24
• Impasug-ong	3	10.34
• Kadingilan	1	3.45
• Kibawe	1	3.45
• Malaybalay	12	41.38
• Maramag	1	3.45
• Sumilao	2	6.90
• Valencia	1	3.45
• Outside Bukidnon	3	10.34
Social Studies (n=39)		
• Impasug-ong	2	5.13
• Kalilangan	1	2.56
• Lantapan	3	7.69
• Malaybalay	24	61.54
• Manolo	1	2.56
• Pangantucan	1	2.56
• Quezon	2	5.13
• Sumilao	3	7.69
• Valencia	2	5.13
Overall (N=206)		
• Cabanglasan	10	4.85
• Damulog	1	0.49

Graduates Profile	Frequency	Percentage
• Dangcagan	1	0.49
• Don Carlos	2	0.97
• Impasug-ong	8	3.88
• Kadingilan	4	1.94
• Kalilangan	7	3.40
• Kibawe	7	3.40
• Kitaotao	1	0.49
• Lantapan	11	5.34
• Libona	2	0.97
• Malaybalay	93	45.15
• Manolo	2	0.97
• Maramag	3	1.46
• Outside Bukidnon	19	9.22
• Pangantucan	2	0.97
• Quezon	7	3.40
• San Fernando	2	0.97
• Sumilao	11	5.34
• Talakag	1	0.49
• Valencia	12	5.83

n=2022 graduates tracked per major

N=2022 secondary education tracked graduates

The trend continues in the Science program (n=29), where 41.38% of graduates come from Malaybalay, complemented by a significant presence from Cabanglasan (17.24%). Social Studies graduates (n=39) predominantly hail from Malaybalay, comprising 61.54% of this group. Overall, Malaybalay City represents a substantial portion of the 206 graduates, with 45.15% of the total. This concentration suggests that educational resources and opportunities are more accessible in Malaybalay, potentially influencing the higher graduation rates observed in this municipality. The findings underscore the need to further investigate the implications of this geographic distribution on the educational landscape and future teacher placements within the region.

Additionally, Table 5 presents the awards received by graduates upon completion of their Bachelor of Secondary Education program. Among the English graduates (n=77), 19.48% achieved the distinction of Cum Laude, indicating a commendable academic performance. In the Filipino cohort (n=28), 14.29% were recognized as Cum Laude, while an additional 3.57% received the Most Outstanding University Student Award. Mathematics graduates (n=33) had one recipient of Cum Laude, accounting for 3.03% of this group. In the Science program (n=29), one graduate (3.45%) also achieved Cum Laude honors. The Social Studies graduates (n=39) displayed a stronger representation of academic excellence, with 10.26% earning Magna Cum Laude honors and 17.95% receiving Cum Laude distinctions.

Table 5 Socio-Demographic and Academic Profile of the Graduates in terms of Awards received upon Graduation

Graduates Profile	Frequency	Percentage
English (n=77)		
● Cum Laude	15	19.48
Filipino (n=28)		
● Cum Laude	4	14.29
● Most Outstanding University Student Award	1	3.57
Mathematics (n=33)		
● Cum Laude	1	3.03
Science (n=29)		
● Cum Laude	1	3.45
Social Studies (n=39)		
● Magna Cum Laude	4	10.26
● Cum Laude	7	17.95
Overall (N=206)		
● Magna Cum Laude	4	1.94
● Cum Laude	28	13.59
● Most Outstanding University Student Award	1	0.49

n=2022 graduates tracked per major

N=2022 secondary education tracked graduates

Overall, from the 205 graduates, the results reveal that 1.94% achieved Magna Cum Laude honors, while 13.59% were recognized as Cum Laude, and a single graduate (0.49%) was awarded the title of Most Outstanding University Student. These findings suggest a positive trend in academic achievement among graduates, highlighting the effectiveness of the educational program in fostering high levels of student performance (Suleiman, Okunade, Dada, & Ezeanya, 2024)

Table 6. Socio-Demographic and Academic Profile of the Graduates in terms of Pursued further Studies after Graduation

Graduates Profile	Frequency	Percentage
English (n=77)		
● Master's	1	1.30
Science (n=29)		
● Master's	1	3.45
Overall (N=206)		
● Master's	2	0.97

n=2022 graduates tracked per major

N=2022 secondary education tracked graduates

Also, Table 6 outlines the further studies pursued by graduates after completing their Bachelor of Secondary Education program. Among the English graduates (n=77), only 1.30% continued their education by enrolling in a Master's program. Similarly, within the Science cohort (n=29), 3.45% opted for further studies at the Master's level. Overall, from the total of 206 graduates, only 0.97% pursued a Master's degree. These low percentages indicate that further academic engagement among graduates remains limited. This trend raises important questions about the factors influencing graduates' decisions to pursue advanced studies, such as career opportunities, personal aspirations, or the perceived value of additional qualifications. The findings support the study of Zhou, Liu, Xue, Li, Yang, and Xu (2024) that understanding these dynamics could help inform future support and resources for graduates considering further education.

Meanwhile, the employment profile and job experiences of graduates from the Bachelor of Secondary Education program are critical for understanding the labor market outcomes of this cohort (see Table 7). This section aims to investigate the employment status of graduates, focusing on their job security, roles, and overall employment situation. The data reveals a concerning trend in the employment status of graduates. Among the total tracked graduates (N=206), a significant proportion (72.82%) reported being unemployed. This high unemployment rate indicates challenges in securing stable employment within the education sector. The distribution of employment types among those who are employed shows that only 4.37% of graduates hold regular, permanent, or tenured positions, while 16.50% are in contractual roles. The data also indicates that a small fraction of graduates is self-employed (0.97%), suggesting limited opportunities for entrepreneurship or alternative career paths in education.

Table 7. Employment Profile and Job Experiences of the Graduates in terms of Status of Employment

Variables	Frequency	Percentage
English (n=77)		
• Regular/Permanent/Tenured	4	5.19
• Temporary	5	6.49
• Casual	1	1.30
• Contractual	11	14.29
• Self-employed	0	0.00
• Unemployed	56	72.73
Filipino (n=28)		
• Regular/Permanent/Tenured	0	0.00
• Temporary	3	10.71
• Casual	1	3.57
• Contractual	5	17.86
• Self-employed	1	3.57
• Unemployed	18	64.29
• Mathematics (n=33)		
• Regular/Permanent/Tenured	2	6.06
• Temporary	0	0.00

Variables	Frequency	Percentage
• Casual	0	0.00
• Contractual	2	6.06
• Self-employed	0	0.00
• Unemployed	29	87.88
Science (n=29)		
• Regular/Permanent/Tenured	2	6.90
• Temporary	0	0.00
• Casual	1	3.45
• Contractual	11	37.93
• Self-employed	1	3.45
• Unemployed	14	48.28
Social Studies (n=39)		
• Regular/Permanent/Tenured	1	2.56
• Temporary	0	0.00
• Casual	0	0.00
• Contractual	5	12.82
• Self-employed	0	0.00
• Unemployed	33	84.62
Overall (N=206)		
• Regular/Permanent/Tenured	9	4.37
• Temporary	8	3.88
• Casual	3	1.46
• Contractual	34	16.50
• Self-employed	2	0.97
• Unemployed	150	72.82

n=2022 graduates tracked per major; N=2022 secondary education tracked graduates

Comparatively, the English major graduates exhibit the highest unemployment rate at 72.73%, followed closely by the Social Studies graduates at 84.62% (see Table 8). These findings support the study of Ibourk and El Aynaoui (2023) which highlight the urgent need for targeted interventions to enhance job placement services and support mechanisms for graduates, potentially improving their employment outcomes in a challenging labor market.

Table 8. Employment Profile and Job Experiences of the Graduates in terms of Industrial Classification

Variables	Frequency	Percentage
English (n=77)		
• Agriculture, Forestry and Fishing	1	1.30
• Education	13	16.88

Variables	Frequency	Percentage
• Financial and Insurance activities	1	1.30
• Human Health and Social Work activities	1	1.30
• Information and Communication (BPO and IT Services)	3	3.90
• Public Administration and Defense; Compulsory Social Security.	1	1.30
• Other service activities	1	1.30
• Not in Any Industry	56	72.73
Filipino (n=28)		
• Education	8	28.57
• Manufacturing	1	3.57
• Not in Any Industry	19	67.86
• Mathematics (n=33)		
• Education	2	6.06
• Other service activities	1	3.03
• Public Administration and Defense; Compulsory Social Security.	1	3.03
• Not in Any Industry	29	87.88
Science (n=29)		
• Agriculture, Forestry and Fishing	1	3.45
• Education	12	41.38
• Other service activities	1	3.45
• Not in Any Industry	15	51.72
Social Studies (n=39)		
• Ecommerce	1	2.56
• Education	4	10.26
• Financial and Insurance activities	1	2.56
• Not in Any Industry	33	84.62
Overall (N=206)		
• Agriculture, Forestry and Fishing	2	0.97
• Ecommerce	1	0.49
• Education	39	18.93
• Financial and Insurance activities	2	0.97
• Human Health and Social Work activities	1	0.49
• Information and Communication (BPO and IT Services)	3	1.46
• Manufacturing	1	0.49
• Public Administration and Defense; Compulsory Social Security.	2	0.97
• Other service activities	3	1.46
• Not in Any Industry	152	73.79

n=2022 graduates tracked per major; N=2022 secondary education tracked graduates

The employment profile of graduates from the Bachelor of Secondary Education program reflects a troubling trend in industrial classification, revealing a significant number of graduates not engaged in any industry. Among the 206 tracked graduates, a striking 73.79% reported being "Not in Any Industry," highlighting a concerning disconnect between education and employment opportunities. Within the various fields, the Education sector employs only 18.93% of graduates, indicating that the majority are unable to find positions related to their training.

In summary, the data underscores a substantial gap in industry engagement among education graduates, with a predominant majority remaining unemployed or not classified within any sector. Interpreting these results indicates that the education system may not be adequately preparing graduates for available job opportunities, or that the job market itself lacks sufficient openings in relevant fields. Comparing these findings with Abel and Deitz (2016) reveals a consistent theme of underemployment among education graduates, suggesting a systemic issue. Accounting for these results, several factors, including an oversupply of education graduates and limited job openings in public schools, may contribute to this situation. Evaluating these findings highlights the urgent need for improved career services and partnerships with industries to enhance job placement and relevance to the graduates' qualifications.

Also, the findings from Table 9 reveal that a significant proportion of graduates reported having no income, with 73.79% indicating they are currently unemployed. Among those who provided salary information, only 9.71% fall into the "Below 10,000 Pesos" category, while 10.19% earn between 10,000 and 20,000 Pesos. Additionally, a smaller percentage, 3.88%, earn between 21,000 and 30,000 Pesos, with very few graduates reaching higher income brackets. The data illustrates a concerning trend of low salary levels among recent graduates in the education sector. In summary, the salary distribution among the graduates indicates that the majority are either unemployed or earning significantly below a sustainable wage. The high percentage of graduates with no income emphasizes the challenges faced by new entrants in the job market. The data suggests that many graduates struggle to secure employment in their field, resulting in low or no income. This aligns with broader trends in the job market, where educational positions may be limited or underpaid.

Table 9. Employment Profile and Job Experiences of the Graduates in terms of Monthly Salary Ranges

Variables	Frequency	Percentage
English (n=77)		
• Below 10,000 Pesos	10	12.99
• 10,000 Pesos to 20,000 Pesos	7	9.09
• 21,000 Pesos to 30,000 Pesos	2	2.60
• 31,000 Pesos to 40,000 Pesos	1	1.30
• Not Comfortable Sharing the Information About Their Salary	1	1.30
• No Income	56	72.73
Filipino (n=28)		
• Below 10,000 Pesos	5	17.86
• 10,000 Pesos to 20,000 Pesos	3	10.71
• 21,000 Pesos to 30,000 Pesos	1	3.57

Variables	Frequency	Percentage
• No Income	19	67.86
Mathematics (n=33)		
• Below 10,000 Pesos	3	9.09
• 31,000 Pesos to 40,000 Pesos	1	3.03
• No Income	29	87.88
Science (n=29)		
• Below 10,000 Pesos	1	3.45
• 10,000 Pesos to 20,000 Pesos	9	31.03
• 21,000 Pesos to 30,000 Pesos	2	6.90
• 31,000 Pesos to 40,000 Pesos	1	3.45
• Not Comfortable Sharing the Information About Their Salary	1	3.45
• No Income	15	51.72
Social Studies (n=39)		
• Below 10,000 Pesos	1	2.56
• 10,000 Pesos to 20,000 Pesos	2	5.13
• 21,000 Pesos to 30,000 Pesos	3	7.69
• No Income	33	84.62
Overall (N=206)		
• Below 10,000 Pesos	20	9.71
• 10,000 Pesos to 20,000 Pesos	21	10.19
• 21,000 Pesos to 30,000 Pesos	8	3.88
• 31,000 Pesos to 40,000 Pesos	3	1.46
• Not Comfortable Sharing the Information About Their Salary	2	0.97
• No Income	152	73.79

n=2022 graduates tracked per major

N=2022 secondary education tracked graduates

These findings resonate with study of Nunley, Pugh, Romero, and Seals (2017) that highlights the difficulties faced by new graduates in finding gainful employment. Previous studies have noted similar patterns, indicating that education graduates often encounter challenges in securing positions that offer competitive salaries. Several factors may contribute to these results, including a saturated job market for education graduates, a potential mismatch between the skills acquired during training and employer expectations, and limited opportunities for entry-level positions that offer adequate compensation. The results of this analysis point to significant weaknesses in the current job market for education graduates, as evidenced by high unemployment rates and low-income levels. This raises critical concerns about the effectiveness of current educational programs in preparing graduates for the realities of the job market and highlights the need for improved career support services and job placement initiatives.

Conversely, this section examines the competencies acquired by graduates of the Bachelor of Secondary Education program that they found beneficial in their respective jobs. Identifying these competencies is crucial for understanding the impact of educational training on employability and job performance, particularly in fields related to education, where interpersonal and analytical skills are highly valued.

Table 10 presents the various competencies learned from the program, with an overall sample of 56 graduates. Communication skills emerged as the most valued competency, with 91.07% of respondents indicating its usefulness in their jobs. This finding underscores the essential role that effective communication plays in educational settings and aligns with existing literature that emphasizes communication as a cornerstone of successful teaching practices (Amnuai & Wannaruk, 2013).

Table 10. Competencies learned from the Program Graduates found Useful in their Job

Competencies	Frequency	Percentage	Rank
English (n=21)			
• Communication Skills	20	95.24	1
• Human Relations skills	15	71.43	3
• Entrepreneurial skills	10	47.62	4
• Problem-solving skills	10	47.62	4
• Critical Thinking skills	17	80.95	2
• ICT skills	17	80.95	2
• Other skills	1	4.76	4
Filipino (n=10)			
• Communication Skills	10	100.00	1
• Human Relations skills	7	70.00	2
• Entrepreneurial skills	1	10.00	5
• Problem-solving skills	6	60.00	3
• Critical Thinking skills	7	70.00	2
• ICT skills	5	50.00	4
• Other skills	0	0.00	6
Mathematics (n=4)			
• Communication Skills	4	100.00	1
• Human Relations skills	2	50.00	3
• Entrepreneurial skills	1	25.00	4
• Problem-solving skills	3	75.00	2
• Critical Thinking skills	4	100.00	1
• ICT skills	4	100.00	1
• Other skills	0	0.00	5
Science (n=15)			
• Communication Skills	11	73.33	2

Competencies	Frequency	Percentage	Rank
• Human Relations skills	12	80.00	1
• Entrepreneurial skills	2	13.33	4
• Problem-solving skills	10	66.67	3
• Critical Thinking skills	10	66.67	3
• ICT skills	10	66.67	3
• Other skills	0	0.00	5
Social Studies (n=6)			
• Communication Skills	6	40.00	1
• Human Relations skills	6	40.00	1
• Entrepreneurial skills	3	20.00	3
• Problem-solving skills	5	33.33	2
• Critical Thinking skills	1	6.67	4
• ICT skills	6	40.00	1
• Other skills	0	0.00	5
Overall (N=56)			
• Communication Skills	51	91.07	1
• Human Relations skills	42	75.00	2
• Entrepreneurial skills	17	30.36	5
• Problem-solving skills	34	60.71	4
• Critical Thinking skills	39	69.64	3
• ICT skills	42	75.00	2
• Other skills	1	1.79	6

n= (Total Number of Employed Graduates Tracked per Major)

N= (Total Number of Employed Graduates Tracked)

Human relations skills also received significant recognition, with 75% of graduates identifying this competency as valuable. This highlights the importance of interpersonal skills in fostering positive relationships with students, colleagues, and parents. Similarly, problem-solving and critical thinking skills were acknowledged by 60.71% and 69.64% of graduates, respectively, indicating that these skills are critical for navigating challenges in the educational environment.

In contrast, entrepreneurial skills were considered less relevant, with only 30.36% of graduates finding them useful in their jobs. This may reflect the specific context of educational roles, where entrepreneurial competencies are less frequently applied compared to other sectors. The ranking of competencies shows that graduates prioritize communication, human relations, and problem-solving skills, suggesting a strong alignment with the demands of the teaching profession. The competencies emphasized by graduates relate with essential skills needed for effective teaching, as supported by research in the field.

The data indicates that graduates are leveraging the competencies acquired during their education to navigate their professional roles effectively. However, the relatively low recognition of entrepreneurial skills suggests an area for potential enhancement in the curriculum to better prepare graduates for diverse job markets. Overall, the findings from this analysis reflect the significance of core competencies acquired during the Bachelor of Secondary Education program, which graduates deem essential for their professional success. These results conform to the study of Caingcoy, Ramirez, Gaylo, Adajar, Lacdag, and Blanco (2021) which highlight the need for continuous assessment and enhancement of educational programs to align with the evolving demands of the job market.

Likewise, this section evaluates the job fit of the 2022 graduates of the Bachelor of Secondary Education program by analyzing the alignment between their career pursuits and the degree they earned. Understanding job fit is essential as it relates directly to job satisfaction, retention, and overall professional success.

Table 11. Job fits between the Career pursued by the 2022 Graduates and their chosen Degree

Bachelor of Secondary Education	Number of Graduates	Number of Traced Graduates	Percentage of Traced Graduates	Number of Employed Graduates	Percentage of Employed Graduates
English	77	77	100	13	61.90
Filipino	30	28	93.33	8	80.00
Mathematics	35	33	94.29	2	50.00
Science	31	29	93.55	12	80.00
Social Studies	41	39	95.12	4	26.67
Overall	214	206	96.26	39	69.64

N= 206 (Total Number of Graduates Tracked)

Table 11 summarizes the job fit data for the graduates across various specializations. Overall, 214 graduates were tracked, of which 206 were traced, resulting in a high tracing percentage of 96.26%. Among those, 39 graduates were employed in positions aligned with their program, translating to 69.64% of the traced graduates finding jobs that correspond to their educational background. Examining the specific programs, the English graduates displayed a 100% tracing rate with all 77 graduates accounted for, of which 13 found employment aligned with their degree, resulting in a strong alignment rate of 61.90%. Similarly, Filipino graduates had a tracing percentage of 93.33%, with 8 employed graduates, leading to an 80% alignment with their program.

In the Mathematics specialization, 35 graduates were tracked, and 33 were accounted for, yielding a tracing percentage of 94.29%. However, only 2 graduates were employed in roles that matched their degree, resulting in a lower alignment rate of 50.00%. The Science graduates also had a comparable tracing rate of 93.55%, with 12 out of 29 employed graduates aligning their roles with their educational qualifications, resulting in an 80%

alignment rate. Conversely, the Social Studies program showed a tracing percentage of 95.12%, but only 4 graduates secured jobs aligned with their degree, indicating a much lower alignment rate of 26.67%. This discrepancy highlights potential challenges faced by Social Studies graduates in securing employment that corresponds with their educational training.

Overall, the findings reveal a positive trend in job fit among graduates, particularly for those in English, Filipino, and Science programs, while highlighting areas for improvement for Mathematics and Social Studies graduates. Enhancing alignment between graduates' skills and the demands of the job market could increase job satisfaction and retention rates. The data suggests a need for educational institutions to continuously engage with industry trends to better prepare graduates for successful careers aligned with their degrees (Palupi, Utami, & Nuryana, 2024).

Conclusion

This study provides a comprehensive analysis of the socio-demographic and academic profiles of Bachelor of Secondary Education (BSE) graduates at Bukidnon State University. The findings reveal a significant gender disparity, with females comprising the majority of graduates across all programs, especially in English. A substantial proportion of graduates reported no specific ethnicity, highlighting limited cultural or tribal self-identification, despite some diversity in minor ethnic group representation. Malaybalay City emerged as the predominant origin of graduates, suggesting a localized concentration of educational access and resources. In terms of academic achievements, while a noteworthy percentage of graduates received honors, engagement in further studies remains minimal, with only a small fraction pursuing advanced degrees.

Furthermore, the study provides valuable insights into the employment profile and job experiences of Bachelor of Secondary Education graduates, highlighting significant challenges such as a high unemployment rate and a low proportion of graduates in regular or tenured positions. Additionally, a substantial number of graduates are not engaged in any industry, and those employed in the education sector represent only less than of the tracked graduates. However, the study's limitations include the lack of qualitative data on the graduates' job-seeking experiences and external factors influencing employment.

Moreover, the study highlights the competencies Bachelor of Secondary Education graduates found most useful in their jobs, emphasizing the relevance of their educational training to professional demands. Communication skills were identified as the most valued competency, underscoring their critical role in effective teaching practices. Human relations, problem-solving, and critical thinking skills were also recognized as essential. In contrast, entrepreneurial skills were deemed less relevant, reflecting the specific focus of educational roles. Lastly, the study evaluates the job fit of 2022 graduates of the Bachelor of Secondary Education program, highlighting that the traced graduates who secured employment aligned with their degree. The alignment rates varied across specializations, with Filipino and Science graduates achieving the highest alignment, while Social Studies graduates faced notable challenges.

Recommendations

Based on the findings, several measures can be implemented to address the identified challenges and enhance the outcomes of the Bachelor of Secondary Education program. Efforts to promote gender balance should be prioritized through targeted recruitment strategies that encourage male participation, particularly in fields like English and Filipino. To address the limited ethnic and cultural representation, programs that celebrate and integrate diversity within the curriculum can foster inclusivity. Expanding educational access to municipalities outside Malaybalay City through outreach programs and community partnerships can help decentralize opportunities. Additionally, to mitigate the low engagement in further studies, institutions can provide scholarships, grants, and professional development opportunities to encourage graduates to pursue advanced degrees.

Further research is recommended to explore the specific factors influencing gender disparities, ethnic representation, and limited pursuit of higher education, as well as to assess the long-term impact of these interventions on graduate outcomes. Moreover, it is further recommended underscore the importance of addressing geographic, cultural, and professional development factors to enhance inclusivity, graduate employability, and lifelong learning opportunities. Likewise, there is pressing need for interventions to bridge the gap between education and employment, particularly in enhancing job opportunities within the graduates' field of training.

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