**Possession of Different Skills and Its Perceived Importance in the Teaching Profession: A Tracer Study of BEED Graduates**

ABSTRACT

|  |
| --- |
| Guided by the CareerEDGE model (Pool & Sewell, 2007), this tracer study examined the profiles, perceived competencies, and curriculum feedback of 81 identified Bachelor of Elementary Education (BEED) graduates from different cohorts (2005 to 2024) of Davao Oriental State University – Cateel Campus. Findings underscore the critical role of transferable skills, emotional intelligence, and reflective practice in preparing graduates for the demands of a dynamic teaching profession and ensuring long-term employability. Graduates demonstrated strong perceptions of their personal, interpersonal, intellectual, and specific competencies, both in terms of importance and self-rated possession. They also rated the curriculum—particularly general education and professional courses—as highly useful in their professional development. While the overall preparation was deemed effective, alumni highlighted the need for better integration of 21st-century skills and digital pedagogy. These findings suggest that teacher education programs must continuously evolve to equip future educators with relevant, adaptive, and future-ready competencies essential for navigating modern classrooms and educational landscapes. |

***Keywords:*** *BEED graduates, tracer study, CareerEDGE model, employability skills, teacher education, curriculum relevance, licensure examination*

1. INTRODUCTION

Tracing graduates has become an essential strategy to align teacher education with the demands of 21st-century classrooms (Caena & Redecker, 2019). Tracer studies offer institutions critical insights into how graduates transition into the workplace and apply acquired competencies such as technological proficiency, cultural responsiveness, and learner-centered instruction (Bonfield et al., 2020; McKnight et al., 2016).

Despite the growing importance of such evaluations, regional studies remain limited—particularly those focusing on Bachelor of Elementary Education (BEED) graduates in areas like Davao Oriental. This lack of localized tracer research hinders the assessment of program effectiveness, especially in tracking graduate employability, job readiness, and skills application in diverse educational settings (Mtawa et al., 2019; McCracken et al., 2015).

Tracer studies contribute significantly to assessing how well teacher education programs foster lifelong learning, professional development, and adaptability in the face of rapid educational change (ŽivkoviĿ, 2016; Wenner & Campbell, 2016). These studies also reveal whether institutions are effectively embedding key competencies such as subject mastery, digital skills, and inclusive teaching strategies into their curricula (Uerz et al., 2018; Rowan et al., 2020; Phillips et al., 2019).

Subject knowledge, as emphasized by König and Pflanzl (2016), is foundational for promoting critical thinking and academic rigor. At the same time, the ability to apply pedagogical and technological skills is necessary for engaging diverse learners and fostering equitable classroom environments (Rowan et al., 2020; Phillips et al., 2019). Additionally, professional behaviors such as collaboration, ethical conduct, and reflective teaching practices are central to quality education and are shaped during pre-service training (Kutsyuruba et al., 2016).

Employment outcomes, job satisfaction, and alignment of training with labor market needs also serve as indicators of program effectiveness and help bridge gaps between education and employment sectors (Gross & Manoharan, 2016). Tracer data help identify mismatches between skills taught and skills needed, which in turn guide curriculum reforms (Mian et al., 2020). Moreover, understanding graduate outcomes promotes institutional accountability and enhances trust among stakeholders (Mtawa et al., 2019; McCracken et al., 2015).

This study adopts the CareerEDGE model (Dacre Pool & Sewell, 2007) as its theoretical framework to examine graduate readiness. The model outlines five essential components: career development learning, experience (both work and life), degree subject knowledge, generic transferable skills, and emotional intelligence—all of which contribute to self-confidence, self-efficacy, and employability. These competencies not only prepare graduates for employment but also support long-term career development through reflective practice and professional networking (Donald et al., 2018).

However, persistent gaps remain between graduate preparation and employer expectations, often resulting in underemployment or employment mismatches (Urquía-Grande et al., 2020; Ritter et al., 2017; Nunley et al., 2016). These gaps reflect shortcomings in integrating innovative pedagogies, digital literacy, and inclusive practices into teacher education programs (Carmi & Tamir, 2020; Rowan et al., 2020; Florian & Camedda, 2019).

This study aimed to profile the BEED graduates of DORSU-CEC in terms of the skills they had acquired and their perceived importance. Specifically, the study sought to:

1. Determine the profile of the respondents in terms of:
   1. Personal data
      1. Age
      2. Sex
      3. civil status
      4. residence
   2. Educational status
      1. academic performance
      2. honors received
      3. scholarship grants
   3. Professional Qualifications / Experience
      1. Eligibility
      2. preparation for the licensure examination
      3. number of takes for the licensure examination
      4. employment/unemployment rate
      5. type of employment
      6. status of employment
      7. position held
      8. means of finding jobs
      9. length of time in finding a job
2. Determine to what level the following areas are perceived as important by the alumni- respondents:
   1. personal abilities
   2. interpersonal abilities
   3. intellectual abilities
   4. specific skills and knowledge
3. Determine to what extent the alumni-respondents perceive that they possess the following categories of skills and competencies:
   1. personal skills
   2. interpersonal skills
   3. intellectual skills
   4. specific skills
4. Determine to what level the alumni respondents perceive the usefulness of the curriculum in their professional careers:
   1. General Education
   2. Non-Credit Academic Subjects (NSTP & SPEAR)
   3. Professional Courses (Educ Subjects)
   4. Major Subjects (EED Subjects)
5. Identify areas of the curriculum that are perceived as needing improvement.

2. methodology

The researchers used a quantitative approach with a descriptive survey design to capture graduates’ perceptions of the value of specific skills in their careers. This method allowed them to analyze patterns in skill development and its impact on professional success, producing findings that can inform educational practices and policies (Siedlecki, 2020; Erickson, 2017).

Respondents were BEED graduates from 2005 to 2024 at DORSU–Cateel Extension Campus. Respondent-driven sampling helped trace and recruit participants through their social networks. The data reflected only the available records from the registrar and may not represent all graduates from those years.

The researchers adapted the tracer study questionnaire of Pilongo et al. (2014), revising it to fit the study goals. It covered personal and professional details, assessed the possession and importance of various skills, and included questions about curriculum usefulness and suggestions for improvement. Surveys were distributed via Google Forms and printed copies, depending on respondent preference.

To gather data from the respondents, who were Bachelor of Elementary Education (BEED) graduates of the Davao Oriental State University - Cateel Extension Campus (DORSU-CEC) from the classes of 2005-2024, the researchers followed the procedures below:

1. Sought ethical clearance from the University Research Ethics Board to ensure the study adhered to ethical standards, protecting participants' rights and confidentiality throughout the data collection process.
2. Requested a list of Bachelor of Elementary Education (BEED) graduates from the classes of 2005–2024 from the Davao Oriental State University – Cateel Extension Campus Registrar.
3. Tracked the Bachelor of Elementary Education (BEED) graduates.
4. Oriented the respondents about the nature and purpose of the study.
5. The researchers obtained consent from the respondents to participate in the study.
6. Administered the survey questionnaire through Google Forms and printed copies, depending on the preference of the respondents.
7. Collected the data from the respondents and analyzed the results of the survey.

3. results and discussion

3.1 Profile of the BEED graduates

Table 1, Table 2, Table 3, Table 4, and Table 5 shows the demographic profile of the Bachelor of Elementary Education (BEED) graduates who participated in this study.

Table 1 shows that most respondents were 20–29 years old (64.20%), female (71.60%), and single (69.10%). Nearly all lived in Cateel (87.70%), indicating that BEED graduates are young, predominantly women, and mainly from the local area.

**Table 1. Profile of the respondents in terms of age, sex, civil status, and residence**

|  |  |  |  |
| --- | --- | --- | --- |
| **Profile Factors** | **Category** | **Frequency** | **Percentage** |
| Age | 20 to 29 years old | 52 | 64.20 |
| 30 to 39 years old | 26 | 32.10 |
| 40 to 49 years old | 3 | 3.70 |
| Total | 81 | 100.00 |
| Sex | Male | 23 | 28.40 |
| Female | 58 | 71.60 |
| Total | 81 | 100.00 |
| Civil Status | Single | 56 | 69.10 |
| Married | 24 | 29.60 |
| Widowed | 1 | 1.20 |
| Total | 81 | 100.00 |
| Residence | Outside Davao Oriental | 1 | 1.20 |
| Cateel | 71 | 87.70 |
| Boston | 9 | 11.10 |
|  | Total | 81 | 100.00 |

Table 2 presents that most BEED graduates were not scholastic awardees (62, 76.54%), while a smaller group earned honors, mainly Cum Laude (10, 52.60%). Apostol and Susada (2022) noted similar findings in their tracer study, indicating that the majority of teacher education graduates fulfilled course requirements without earning Latin Honors. Most respondents (83.95%) received scholarships, showing strong financial aid support and diverse academic achievement among the graduates.

**Table 2. Profile of the respondents in terms of academic performance, honors received, and scholarship grants**

|  |  |  |  |
| --- | --- | --- | --- |
| **Profile Factors** | **Category** | **Frequency** | **Percentage** |
| Academic Performance | Scholastic Awardee | 19 | 23.46 |
| Not Scholastic Awardee | 62 | 76.54 |
| **TOTAL** | **81** | **100.00** |
| Honors Received | Magna Cum Laude | 1 | 1.24 |
| Cum Laude | 10 | 12.35 |
| Other / Non-Academic Awards | 8 | 9.87 |
| Non-Honor Recipient | 62 | 76.54 |
| **TOTAL** | **81** | **100.00** |
| Scholarship Grants | Scholarship Grantee | 68 | 83.95 |
| Non-Scholarship Grantee | 13 | 16.05 |
| **TOTAL** | **81** | **100.00** |

Table 3 reveals that most BEED graduates are LET passers (74, 91.40%), confirming their teaching eligibility. Over half prepared through review centers (43, 53.10%), and many passed on their first attempt (64, 85.30%), showing strong program alignment with licensure success.

**Table 3. Profile of the respondents in terms of eligibility, preparation for licensure examination, and number of takes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Profile Factors** | **Category** | **Frequency** | **Percentage** |
| Eligibility | No Eligibility | 5 | 6.20 |
| LET Passer | 74 | 91.40 |
| LET and CS Sub-Professional Passer | 1 | 1.20 |
| CS Sub-Professional Passer | 1 | 1.20 |
| Total | 81 | 100.00 |
| Preparation for Licensure Examination | No Preparation | 3 | 3.70 |
| Self-Review | 10 | 12.30 |
| Self-Review & Refresher | 1 | 1.20 |
| Self-Review, Refresher& Review Center | 3 | 3.70 |
| Self-Review & Review Center | 21 | 25.90 |
| Review Center | 43 | 53.10 |
| Total | 81 | 100.00 |
| Numbers of Takes | Take 1 | 64 | 85.30 |
| Take 2 | 6 | 8.00 |
| Take 3 | 5 | 6.70 |
| Total | 75 | 100.00 |

Table 4 shows that most BEED graduates are employed (65, 80.25%), mainly in government positions (54, 83.10%) and permanent roles (49, 75.40%). These figures reflect favorable employment outcomes, with many graduates securing stable positions within the public education system, suggesting a successful transition into the teaching workforce.

**Table 4. Profile of the respondents in terms of employment status, type of employment, and status of employment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Profile Factors** | **Category** | **Frequency** | **Percentage** |
| Employment Status | Employed | 65 | 80.25 |
| Unemployed | 16 | 19.75 |
| TOTAL | 81 | 100.00 |
| Type of Employment | Government Employee | 54 | 83.10 |
| Private Institution Employee | 11 | 16.90 |
| TOTAL | 65 | 100.00 |
| Status of Employment | Contractual | 13 | 20.00 |
| Probational | 3 | 4.60 |
| Permanent | 49 | 75.40 |
| TOTAL | 65 | 100.00 |

Table 5 presents that most employed BEED graduates work as classroom teachers (51, 78.46%) and mainly found jobs through DepEd information (35, 43.20%). Nearly half took over nine months (37, 45.70%) to secure employment, while 16 (19.80%) were still unemployed during the survey.

**Table 5. Profile of the respondents in terms of the position held, means of finding a job, length of time in finding a job**

|  |  |  |  |
| --- | --- | --- | --- |
| **Profile Factors** | **Category** | **Frequency** | **Percentage** |
| Position Held | Classroom Teacher | 51 | 78.46 |
| Head Teacher | 1 | 1.54 |
| Master Teacher | 5 | 7.69 |
| Principal | 1 | 1.54 |
| Other Position | 7 | 10.77 |
| TOTAL | 65 | 100.00 |
| Means of Finding Jobs | Information from relatives | 2 | 2.50 |
| Employer direct contact | 10 | 12.30 |
| Information from relatives, DepEd, and friends | 1 | 1.20 |
| Information from DepEd | 35 | 43.20 |
| Online Advertisement | 3 | 3.70 |
| Online advertisements and Information from friends | 1 | 1.20 |
| Information from employer | 4 | 4.90 |
| Information from friends | 7 | 8.60 |
| Surfed online for job advertisement | 2 | 2.50 |
| No Job | 16 | 19.80 |
| TOTAL | 81 | 100.00 |
| Length of time in finding a job | Less than 3 months from graduation | 9 | 11.10 |
| 3 to 6 months | 11 | 13.60 |
| 7 to 9 months | 8 | 9.90 |
| More than 9 months | 37 | 45.70 |
| No Job | 16 | 19.80 |
| TOTAL | 81 | 100.00 |

**3.2 Level of the Areas Perceived as Important by the BEED Alumni**

Table 6 shows that graduates place strong importance on adaptability, accountability, and self-awareness as essential personal attributes, with several items rated highly (x̄ = 4.69, s = 0.68). Consistently elevated scores across all items (overall x̄ = 4.63, s = 0.67) suggest these competencies are integral to professional practice. While all were deemed very important, decision-making under pressure showed relatively lower emphasis (x̄ = 4.49, s = 0.81), though still considered relevant.

The emphasis on these qualities reflects 21st-century teaching competencies (Caena and Redecker, 2019) and aligns with the CareerEDGE framework’s focus on emotional intelligence (Pool & Sewell, 2007). Lower confidence in decision-making may suggest self-efficacy develops gradually (Tomlinson, 2017).

**Table 6.** **Level of alumni respondents’ perceived importance of personal abilities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **Mean** | **Std. Deviation** | **Interpretation** |
| 1. Being willing to face and learn from errors and listen openly to feedback. | 4.69 | 0.68 | Very Important |
| 1. Understanding personal strengths and limitations. | 4.69 | 0.68 | Very Important |
| 1. Being confident to take calculated risks and take on new projects. | 4.58 | 0.72 | Very Important |
| 1. Being able to remain calm under pressure when things go wrong. | 4.63 | 0.77 | Very Important |
| 1. Having the ability to defer judgment and not jump in too quickly to resolve a problem. | 4.63 | 0.71 | Very Important |
| 1. A willingness to persevere when things are not working out as anticipated. | 4.62 | 0.73 | Very Important |
| 1. Wanting to produce as good a job as possible. | 4.68 | 0.70 | Very Important |
| 1. Being willing to take responsibility for projects, including their outcomes. | 4.67 | 0.69 | Very Important |
| 1. Having the ability to make a hard decision. | 4.49 | 0.81 | Very Important |
| 1. A willingness to pitch in and undertake menial tasks when needed. | 4.57 | 0.72 | Very Important |
| 1. Having a sense of humor and being able to keep work in perspective. | 4.58 | 0.76 | Very Important |
| 1. A commitment to ethical practice. | 4.64 | 0.75 | Very Important |
| 1. A commitment to suitable practice. | 4.65 | 0.69 | Very Important |
| 1. Being flexible and adaptable. | 4.69 | 0.68 | Very Important |
| Average | 4.63 | 0.67 | Very Important |

Table 7 shows that graduates consider interpersonal abilities as very important in professional settings. The highest rating was given to openness in considering diverse perspectives (x̄ = 4.72), reflecting the value placed on collaborative and inclusive communication. While slightly lower, the ability to engage with senior colleagues without intimidation remained consistently valued (x̄ = 4.65).

The importance of these skills is supported in the literature as essential to effective teaching (Admiraal et al., 2019; Vangrieken et al., 2017) and aligns with the CareerEDGE model’s focus on emotional intelligence (Pool & Sewell, 2007).

**Table 7. Level of alumni respondents’ perceived importance of interpersonal abilities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **Mean** | **Std. Deviation** | **Interpretation** |
| 1. The ability to empathize with and work productively with people from a wide range of backgrounds. | 4.68 | 0.70 | Very Important |
| 1. A willingness to listen to different points of view before coming to a decision. | 4.72 | 0.69 | Very Important |
| 1. Understanding how the various groups that comprise the organization operate and the degree of influence they exert in different situations. | 4.67 | 0.72 | Very Important |
| 1. Being able to work with senior' staff without being intimidated. | 4.65 | 0.71 | Very Important |
| 1. Being able to give constructive feedback to work colleagues and others without engaging in personal blame. | 4.65 | 0.71 | Very Important |
| Average | 4.65 | 0.71 | Very Important |

Table 8 shows that graduates highly value intellectual abilities, with all items rated as "very important" and an overall mean of (x̄ = 4.63, s = 0.64). The ability to set and justify priorities received the highest rating (x̄ = 4.69), indicating its perceived relevance in decision-making. Meanwhile, identifying core issues from complex information had a slightly lower mean (x̄ = 4.57), though it remained essential in professional contexts.

The findings echo the importance of cognitive flexibility and critical thinking as core competencies in teacher preparation (Feucht et al., 2017; Körkkö et al., 2016). They align with the CareerEDGE model’s emphasis on practical application (Pool & Sewell, 2007) and show that prioritizing tasks and revising actions support professional growth (Tomlinson, 2017).

**Table 8. Level of alumni respondents’ perceived importance of intellectual abilities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **Mean** | **Std. Deviation** | **Interpretation** |
| 1. Knowing that there is never a fixed set of steps for solving workplace problems or carrying out a project. | 4.59 | 0.72 | Very Important |
| 1. Being able to identify the core issue from a mass of detail in any situation. | 4.57 | 0.71 | Very Important |
| 1. The ability to apply previous experience to understand what is happening when a current situation takes an unexpected turn. | 4.64 | 0.66 | Very Important |
| 1. Being able to diagnose what is really causing a problem and then test this out in action. | 4.63 | 0.68 | Very Important |
| 1. An ability to trace out and assess the consequences of alternative courses of action and, from this, pick the one most suitable. | 4.63 | 0.68 | Very Important |
| 1. Being able to readjust a plan of action in the light of what happens as it is implemented. | 4.64 | 0.68 | Very Important |
| 1. Being able to see how unconnected activities are linked and make up an overall picture. | 4.62 | 0.68 | Very Important |
| 1. Being able to set and justify priorities. | 4.69 | 0.66 | Very Important |
| Average | 4.63 | 0.64 | Very Important |

Table 9 shows that graduates place high value on specific skills and knowledge, with all items rated as "very important" and an overall mean of (x̄=4.62, s=0.63). The highest rating was given to project management (x̄=4.67), reflecting strong recognition of its relevance in professional practice. In contrast, participation in meetings received a lower mean (x̄=4.56), though still regarded as important.

The emphasis on project management reflects expectations for teachers to lead initiatives (Uerz et al., 2018; Dimitrov & Haque, 2016) and aligns with the CareerEDGE model’s focus on technical skills (Pool & Sewell, 2007). The lower rating for meeting participation suggests graduates may value practical skills over formal procedures (Jackson, 2016).

**Table 9. Level of alumni respondents’ perceived importance of specific skills and knowledge**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **Mean** | **Std. Deviation** | **Interpretation** |
| 1. Having a high level of current technical expertise relevant to current work requirements. | 4.59 | 0.69 | Very Important |
| 1. Understanding the role of risk management and litigation in current professional work. | 4.59 | 0.69 | Very Important |
| 1. Understanding how organizations operate. | 4.63 | 0.70 | Very Important |
| 1. Being able to use IT effectively to communicate and perform key work functions. | 4.65 | 0.65 | Very Important |
| 1. Being able to manage ongoing professional learning and development | 4.63 | 0.68 | Very Important |
| 1. An ability to chair and participate constructively in meetings. | 4.56 | 0.69 | Very Important |
| 1. Being able to communicate effectively. | 4.63 | 0.68 | Very Important |
| 1. Knowing how to manage projects into successful implementation. | 4.67 | 0.67 | Very Important |
| Average | 4.62 | 0.63 | Very Important |

**3.3 Level of Alumni Respondents’ Perceived Possession of Different Categories of Skills and Competencies**

Table 10 shows that graduates perceive strong possession of personal skills (x̄=4.15, s=0.65). Higher ratings were noted for producing quality work, learning from mistakes, and ethical practice (x̄=4.27 to 4.36). Lower scores appeared in areas like staying calm and making hard decisions (x̄3.9=4 to 3.98), but these were still well developed.

These findings show that ethical commitment and reflective practice are central to teaching (Kutsyuruba et al., 2016; Feucht et al., 2017) and align with the CareerEDGE model’s focus on emotional intelligence (Pool & Sewell, 2007), with growth areas like stress management improving over time (Tomlinson, 2017).

**Table 10. Level of alumni respondents’ perception of their possession of personal skills**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **Mean** | **Std. Deviation** | **Interpretation** |
| 1. Being willing to face and learn from errors and listen openly to feedback. | 4.31 | 0.70 | Highly Possessed |
| 1. Understanding personal strengths and limitations. | 4.23 | 0.71 | Highly Possessed |
| 1. Being confident to take calculated risks and take on new projects. | 4.04 | 0.81 | Well Possessed |
| 1. Being able to remain calm under pressure when things go wrong. | 3.98 | 0.81 | Well Possessed |
| 1. Having the ability to defer judgment and not jump in too quickly to resolve a problem. | 4.07 | 0.77 | Well Possessed |
| 1. A willingness to persevere when things are not working out as anticipated. | 4.11 | 0.74 | Well Possessed |
| 1. Wanting to produce as good a job as possible. | 4.36 | 0.76 | Highly Possessed |
| 1. Being willing to take responsibility for projects, including their outcomes. | 4.20 | 0.75 | Well Possessed |
| 1. Having the ability to make a hard decision. | 3.94 | 0.80 | Well Possessed |
| 1. A willingness to pitch in and undertake menial tasks when needed. | 4.00 | 0.82 | Well Possessed |
| 1. Having a sense of humor and being able to keep work in perspective. | 4.12 | 0.84 | Well Possessed |
| 1. A commitment to ethical practice. | 4.27 | 0.67 | Highly Possessed |
| 1. A commitment to suitable practice. | 4.22 | 0.74 | Highly Possessed |
| 1. Being flexible and adaptable. | 4.25 | 0.73 | Highly Possessed |
| Average | 4.15 | 0.65 | Well Possessed |

Table 11 shows that graduates rated their interpersonal skills as highly possessed (x̄=4.27, s=0.74). The highest ratings were observed in openness to differing views, empathy, and understanding group dynamics (x̄ = 4.37 to 4.52). The lowest was in engaging with senior staff (x̄=4.20), though still considered well developed.

These results emphasize the importance of communication and emotional intelligence in teaching (Vangrieken et al., 2017; Lei et al., 2018). They align with the CareerEDGE model’s focus on generic skills and continuous growth (Pool & Sewell, 2007).

**Table 11. Level of alumni respondents' perception of their possession of interpersonal skills**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **Mean** | **Std. Deviation** | **Interpretation** |
| 1. The ability to empathize with and work productively with people from a wide range of backgrounds. | 4.38 | 0.68 | Highly Possessed |
| 1. A willingness to listen to different points of view before coming to a decision. | 4.52 | 0.63 | Highly Possessed |
| 1. Understanding how the various groups that comprise the organization operate and the degree of influence they exert in different situations. | 4.37 | 0.68 | Highly Possessed |
| 1. Being able to work with senior' staff without being intimidated. | 4.20 | 0.75 | Well Possessed |
| 1. Being able to give constructive feedback to work colleagues and others without engaging in personal blame. | 4.27 | 0.74 | Highly Possessed |
| Average | 4.27 | 0.74 | Highly Possessed |

Table 12 shows that graduates demonstrated a well-developed level of intellectual skills (x̄=4.20, s=0.64). The highest ratings were observed in setting priorities and drawing from prior experience (x̄=4.33 to 4.37), reflecting strong decision-making and adaptive thinking. Less confidence in approaching problems without predefined procedures, which received a slightly lower rating (x̄=4.07), suggests that some graduates may rely more on structured methods and may benefit from further development in flexible, creative problem-solving.

These findings emphasize reasoning, adaptability, and reflective practice as core elements of teaching (Moriña, 2020; Feucht et al., 2017) and align with the CareerEDGE model’s view that combining knowledge and application strengthens employability (Pool & Sewell, 2007).

**Table 12. Level of alumni respondents’ perception of their possession of intellectual skills**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **Mean** | **Std. Deviation** | **Interpretation** |
| 1. Knowing that there is never a fixed set of steps for solving workplace problems or carrying out a project. | 4.07 | 0.77 | Well Possessed |
| 1. Being able to identify the core issue from a mass of detail in any situation. | 4.10 | 0.68 | Well Possessed |
| 1. The ability to apply previous experience to understand what is happening when a current situation takes an unexpected turn. | 4.33 | 0.69 | Highly Possessed |
| 1. Being able to diagnose what is really causing a problem and then test this out in action. | 4.16 | 0.75 | Well Possessed |
| 1. An ability to trace out and assess the consequences of alternative courses of action and, from this, pick the one most suitable. | 4.17 | 0.79 | Well Possessed |
| 1. Being able to readjust a plan of action in the light of what happens as it is implemented. | 4.19 | 0.73 | Well Possessed |
| 1. Being able to see how unconnected activities are linked and make up an overall picture. | 4.21 | 0.74 | Well Possessed |
| 1. Being able to set and justify priorities. | 4.37 | 0.71 | Highly Possessed |
| Average | 4.20 | 0.64 | Well Possessed |

Table 13 shows that graduates demonstrated a high level of competence in specific skills (x̄=4.21, s=0.64). Areas related to continuous professional development and workplace communication received the highest ratings, reflecting strong engagement with evolving demands in the field. Technical expertise, while rated lowest (x̄=4.01, s=0.75), remained within the acceptable range of proficiency.

These findings show technological fluency, reflective practice, and institutional awareness as key to teacher effectiveness (Ottenbreit-Leftwich et al., 2018; Dimitrov & Haque, 2016) and align with the CareerEDGE model’s focus on combining skills with ongoing learning (Pool & Sewell, 2007).

**Table 13. Level of alumni respondents’ perception of their possession of specific skills**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **Mean** | **Std. Deviation** | **Interpretation** |
| 1. Having a high level of current technical expertise relevant to current work requirements. | 4.01 | 0.75 | Well Possessed |
| 1. Understanding the role of risk management and litigation in current professional work. | 4.22 | 0.71 | Highly Possessed |
| 1. Understanding how organizations operate. | 4.26 | 0.74 | Highly Possessed |
| 1. Being able to use IT effectively to communicate and perform key work functions. | 4.27 | 0.79 | Highly Possessed |
| 1. Being able to manage ongoing professional learning and development | 4.32 | 0.74 | Highly Possessed |
| 1. An ability to chair and participate constructively in meetings. | 4.17 | 0.79 | Well Possessed |
| 1. Being able to communicate effectively. | 4.26 | 0.69 | Highly Possessed |
| 1. Knowing how to manage projects into successful implementation. | 4.20 | 0.80 | Well Possessed |
| Average | 4.21 | 0.64 | Highly Possessed |

**3.4 Level of Alumni Respondent Perceive the Usefulness of the Curriculum in their Professional Career**

Table 14 shows that graduates perceived the curriculum as very useful to their careers (x̄=4.66, s=0.43). Core academic areas received the strongest ratings, with general education, professional, and major courses ranging from (x̄=4.83 to 4.85), suggesting strong alignment with job-related competencies. Non-academic aspects received lower ratings (x̄=4.14, s=0.63) but were still considered beneficial. This underscores the value of strong curricular design combining pedagogy and content (Uerz et al., 2018; Rowan et al., 2020).

**Table 14. The level of alumni respondents perceived the usefulness of the curriculum in their professional career**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category of Areas of Usefulness** | **Mean** | **Std. Deviation** | **Interpretation** |
| General Education in the Curriculum | 4.85 | 0.36 | Very Useful |
| Non-Academic in the Curriculum | 4.14 | 0.63 | Useful |
| Professional Course in the Curriculum | 4.84 | 0.37 | Very Useful |
| Major Courses in the Curriculum | 4.83 | 0.38 | Very Useful |
| Overall Usefulness of the Curriculum | 4.66 | 0.43 | Very Useful |

**3.5 Areas of the Curriculum Perceived to Needed Improvement**

Table 15 reflects alumni perspectives on curricular improvement, with emphasis placed on modernizing content through skill integration (19, 23.46%), technology-enhanced instruction (11, 13.58%), and streamlining academic load (9, 11.11%). A range of less frequent suggestions also emerged, addressing inclusivity, global awareness, practical competencies, and contextual relevance (1, 1.23%).

This result aligns with literature emphasizing the need to embed collaboration, creativity, and digital literacy in teacher preparation (Caena & Redecker, 2019). Continuous curriculum revision is vital to stay current with pedagogical trends (Bonfield et al., 2020), and effective ICT integration improves teaching and engagement (McKnight et al., 2016).

**Table 15. Areas of the curriculum perceived as in need of improvement by the respondents**

|  |  |  |
| --- | --- | --- |
| **Theme** | **Frequency** | **Percentage** |
| 1. Integration of 21st-Century Skills | 19 | 23.46 |
| 2. Curriculum Simplification and Streamlining | 9 | 11.11 |
| 3. Strengthening Digital Pedagogy and ICT Integration | 11 | 13.58 |
| 4. Development of Teachers’ Reflective Practices | 8 | 9.88 |
| 5. Adoption of Inclusive Education & Special Needs | 5 | 6.17 |
| 6. Emphasis on Foundational Literacy & Numeracy | 4 | 4.94 |
| 7. Cultivation of Values and Character Formation | 3 | 3.70 |
| 8. Enhancement of Assessment and Evaluation Methods | 4 | 4.94 |
| 1. Equip Necessary Skills | 5 | 6.17 |
| 10. Inclusion of Indigenous and Cultural Content | 1 | 1.23 |
| 11. Project-Based & Inquiry-Based Learning Expansion | 2 | 2.47 |
| 12. Global Citizenship / Intercultural Competencies | 1 | 1.23 |
| 13. Competency-Based Progression / Alignment | 7 | 8.64 |
| 14. Study Abroad and Exchange Programs | 1 | 1.23 |
| 15. Addition of Practical Subjects (e.g., accounting, law) | 1 | 1.23 |
| TOTAL | 81 | 100.00 |

4. Conclusion

The following are the conclusions drawn from the results of this BEED tracer study:

1. Most BEED graduates from 2005–2024 were single females aged 20–29, often scholarship grantees or non-scholastic awardees, living in Cateel. Many passed the LET on their first try after review center preparation and self-review. Most were employed as classroom teachers, typically securing jobs after more than nine months through DepEd information.
2. Both male and female alumni highly valued personal, interpersonal, intellectual abilities, and specific skills, rating all as very important and reflecting that their training prepared them well for professional roles.
3. Graduates not only recognized the importance of these competencies but also reported very high possession, showing strong alignment between their academic preparation and the skills needed in their careers.
4. Knowledge and skills from major subjects, professional education, and general education were considered very useful, while non-credit subjects like NSTP and Spear were still seen as useful.
5. Alumni identified the need to improve integration of 21st-century skills, ICT use, digital pedagogy, inquiry-based learning, and project-based approaches.

The researcher recommends creating a better alumni tracking system to reach more BEED graduates. Comparative studies should identify which skills are prioritized and which curriculum parts build key competencies. Research should also see how self-assessed skills match classroom demands and explore ways to improve them.

It is also suggested to enhance both academic and non-academic curriculum areas. Finally, studying the impact of adding 21st-century skills, simplifying content, and improving practicum activities can help graduates handle modern classroom challenges.

Disclaimer (Artificial intelligence)

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

The AI tool used was ChatGPT, powered by the GPT-4.5 model, developed by OpenAI. The platform was accessed via https://chat.openai.com.

Details of the AI usage are given below:

1. Purposes of AI Usage

* Grammar and Language Enhancement
* Paraphrasing and Summarizing
* Organizing and Refining Content

2. Sample Prompts

* “Reword this paragraph to improve grammar and academic tone.”
* “Paraphrase this literature-based discussion while retaining its meaning.”
* “Help improve the coherence and structure of this section in Chapter IV.”
* “Summarize this long paragraph into 2–3 concise academic sentences.”
* “Polish this conclusion to make it more formal and well-structured.”

References

Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2019). Schools as professional learning communities: what can schools do to support professional development of their teachers? Professional Development in Education, 1–15. <https://doi.org/10.1080/19415257.2019.1665573>

Apostol, J. M. A. & Susada, B. L. (2022). Tracer Study of Bachelor of Elementary Education Graduates of the Davao Oriental State University – Cateel Extension Campus, Philippines. International Journal of Multidisciplinary: Applied Business and Education Research. 3(10), 1963 – 1978. <https://doi.10.11594/ijmaber.03.10.12>

Bonfield, C. A., Salter, M., Longmuir, A., Benson, M., & Adachi, C. (2020). Transformation or evolution?: Education 4.0, teaching and learning in the digital age. Higher Education Pedagogies, 5(1), 223–246. <https://doi.org/10.1080/23752696.2020.1816847>

Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu). European Journal of Education. <https://doi.org/10.1111/ejed.12345>

Carmi, T., & Tamir, E. (2020). Three professional ideals: where should teacher preparation go next? European Journal of Teacher Education, 1–20. <https://doi.org/10.1080/02619768.2020.1805732>

Dacre Pool, L., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. Education + Training, 49(4), 277–289. <https://doi:10.1108/00400910710754435>

Dimitrov, N., & Haque, A. (2016). Intercultural teaching competence: a multi- disciplinary model for instructor reflection. Intercultural Education, 27(5), 437–456. <https://doi.org/10.1080/14675986.2016.1240502>

Donald, W. E., Ashleigh, M. J., & Baruch, Y. (2018). Students’ perceptions of education and employability. Career Development International, 23(5), 513–540. <https://doi.org/10.1108/cdi-09-2017-0171>

Feucht, F. C., Lunn Brownlee, J., & Schraw, G. (2017). Moving Beyond Reflection: Reflexivity and Epistemic Cognition in Teaching and Teacher Education. Educational Psychologist, 52(4), 234–241. <https://doi.org/10.1080/00461520.2017.1350180>

Florian, L., & Camedda, D. (2019). Enhancing teacher education for inclusion. European Journal of Teacher Education, 43(1), 4–8. https://doi.org/10.1080/02619768.2020.1707579

Gross, M. J., & Manoharan, A. (2016). The Balance of Liberal and Vocational Values in Hospitality Higher Education: Voices of Graduates. Journal of Hospitality & Tourism Education, 28(1), 44–57. <https://doi.org/10.1080/10963758.2015.1127165>

Jackson, D. (2016). Developing pre-professional identity in undergraduates through work-integrated learning. Higher Education, 74(5), 833–853. <https://doi.org/10.1007/s10734-016-0080-2>

König, J., & Pflanzl, B. (2016). Is teacher knowledge associated with performance? On the relationship between teachers’ general pedagogical knowledge and instructional quality. European Journal of Teacher Education, 39(4), 419–436. <https://doi.org/10.1080/02619768.2016.1214128>

Körkkö, M., Kyrö-Ämmälä, O., & Turunen, T. (2016). Professional development through reflection in teacher education. Teaching and Teacher Education, 55, 198–206. <https://doi.org/10.1016/j.tate.2016.01.014>

Kutsyuruba, B., Walker, K., & Noonan, B. (2016). The Trust Imperative in the School Principalship: The Canadian Perspective. Leadership and Policy in Schools, 15(3), 343–372. <https://doi.org/10.1080/15700763.2016.1164866>

Lei, H., Cui, Y., & Zhou, W. (2018). Relationships between student engagement and academic achievement: A meta-analysis. Social Behavior and Personality: An International Journal, 46(3), 517–528. <https://doi.org/10.2224/sbp.7054>

McCracken, M., Currie, D., & Harrison, J. (2015). Understanding graduate recruitment, development and retention for the enhancement of talent management: sharpening “the edge” of graduate talent. The International Journal of Human Resource Management, 27(22), 2727–2752. <https://doi.org/10.1080/09585192.2015.1102159>

McKnight, K., O’Malley, K., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2016). Teaching in a Digital Age: How Educators Use Technology to Improve Student Learning. Journal of Research on Technology in Education, 48(3), 194–211. <https://doi.org/10.1080/15391523.2016.1175856>

Mian, S. H., Salah, B., Ameen, W., Moiduddin, K., & Alkhalefah, H. (2020). Adapting Universities for Sustainability Education in Industry 4.0: Channel of Challenges and Opportunities. Sustainability, 12(15), 6100. <https://doi.org/10.3390/su12156100>

Moriña, A. (2020). Faculty members who engage in inclusive pedagogy: methodological and affective strategies for teaching. Teaching in Higher Education, 1–16. <https://doi.org/10.1080/13562517.2020.1724938>

Mtawa, N., Fongwa, S., & Wilson-Strydom, M. (2019). Enhancing graduate employability attributes and capabilities formation: a service-learning approach. Teaching in Higher Education, 1–17. <https://doi.org/10.1080/13562517.2019.1672150>

Nunley, J. M., Pugh, A., Romero, N., & Seals, R. A. (2016). The Effects of Unemployment and Underemployment on Employment Opportunities. ILR Review, 70(3), 642–669. <https://doi:10.1177/0019793916654686>

Ottenbreit-Leftwich, A., Liao, J. Y.-C., Sadik, O., & Ertmer, P. (2018). Evolution of Teachers’ Technology Integration Knowledge, Beliefs, and Practices: How Can We Support Beginning Teachers Use of Technology? Journal of Research on Technology in Education, 1–23. <https://doi.org/10.1080/15391523.2018.1487350>

Phillips, J. L., Heneka, N., Bhattarai, P., Fraser, C., & Shaw, T. (2019). Effectiveness of the spaced education pedagogy for clinicians’ continuing professional development: a systematic review. Medical Education. <https://doi.org/10.1111/medu.13895>

Pilongo, L. W. E., et al. (2014). Alumni tracer for BEED-SPED 2007-2013 graduates. UB Research Journal. Retrieved from <http://ub-urc.ph/index.php/ubmrj/article/view/1>

Ritter, B. A., Small, E. E., Mortimer, J. W., & Doll, J. L. (2017). Designing Management Curriculum for Workplace Readiness: Developing Students’ Soft Skills. Journal of Management Education, 42(1), 80–103. <https://doi:10.1177/1052562917703679>

Rowan, L., Bourke, T., L’Estrange, L., Lunn Brownlee, J., Ryan, M., Walker, S., & Churchward, P. (2020). How Does Initial Teacher Education Research Frame the Challenge of Preparing Future Teachers for Student Diversity in Schools? A Systematic Review of Literature. Review of Educational Research, 003465432097917. <https://doi.org/10.3102/0034654320979171>

Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. Education+Training, 59(4), 338–352. <https://doi.org/10.1108/et-05-2016-0090>

Uerz, D., Volman, M., & Kral, M. (2018). Teacher educators’ competences in fostering student teachers’ proficiency in teaching and learning with technology: An overview of relevant research literature. Teaching and Teacher Education, 70, 12–23. <https://doi.org/10.1016/j.tate.2017.11.005>

Urquía-Grande, E., & Pérez Estébanez, R. (2020). Bridging the gaps between higher education and the business world: internships in a faculty of economics and business. Education + Training, ahead-of-print(ahead-of- print). <https://doi.10.1108/et-01-2018-0017>

Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. Teaching and Teacher Education, 61, 47–59. <https://doi.org/10.1016/j.tate.2016.10.001>

Wenner, J. A., & Campbell, T. (2016). The Theoretical and Empirical Basis of Teacher Leadership. Review of Educational Research, 87(1), 134–171. <https://doi.org/10.3102/0034654316653478>

ŽivkoviĿ, S. (2016). A Model of Critical Thinking as an Important Attribute for Success in the 21st Century. Procedia - Social and Behavioral Sciences, 232, 102–108. <https://doi.org/10.1016/j.sbspro.2016.10.034>