

The Journey of ESSU BEED Graduates: Employment Trends and Skills Development Over 16 Years

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ARTICLE INFO

Keywords: Education, Employability, Competencies, Graduate Tracer Study, Eastern Samar State University

Received : 16, December

Revised : 30, December

Accepted: 28, January

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ABSTRACT

The study provides a comprehensive analysis of the professional readiness, competencies, and values developed by graduates of the Bachelor of Elementary Education (BEEd) program at Eastern Samar State University (ESSU). Findings reveal that only 12.50% of alumni pursued further education, indicating a preference for gaining practical experience over additional academic qualifications. Communication skills emerged as the strongest competency, with 86% of respondents highlighting these abilities, while nearly half (49.6%) reported holding regular employment, reflecting job stability linked to their developed competencies. The graduates' self-assessed values yielded a mean rating of 4.05, with high scores in creativity (4.60) and essential qualities such as confidence and integrity (4.30). However, areas like commitment and leadership received lower ratings, suggesting opportunities for targeted development. Employer feedback emphasized graduates' adaptability and effective communication skills, yet also highlighted the need for enhanced practical classroom experience and technical skills in information and communication technology (ICT). Overall, the study underscores the program's effectiveness while outlining actionable recommendations to further prepare graduates for evolving professional demands, ensuring they possess the competencies necessary for success in diverse educational settings.

INTRODUCTION

The consensus among global populations, including Filipinos, emphasizes education as a crucial mechanism for alleviating poverty. Individuals with higher educational attainment are statistically more likely to provide financial support to their families and contribute positively to society. The Philippine Constitution, enacted in 1987, highlights the importance of education in national development, mandating that the state prioritize education, science and technology, and other cultural aspects to promote social progress. In Eastern Samar, Governor Ben P. Evardone's Isang Propesyonal, Isang Pamilya (IPIP) Project aims to assist disadvantaged students in escaping poverty, showcasing the government's commitment to leveraging education for improved living standards. Empirical evidence supports the correlation between higher education and enhanced living conditions, as many graduates have successfully improved their housing and economic opportunities through employment. The Southern Samar National School of Arts and Trades (SSNSAT), now Eastern Samar State University (ESSU) Guiuan Campus, has evolved to offer programs that prepare future educators. Under Dr. Eutropia S. Pimentel's leadership, ESSU focuses on training graduates for teaching roles that foster intellectual and emotional development in young students. This framework illustrates the intrinsic value of education as a powerful tool for socio-economic advancement in the Philippines. By equipping individuals with essential skills and knowledge, education not only addresses immediate economic challenges but also contributes to long-term societal benefits, reinforcing its role in breaking the cycle of poverty.

The findings of this study hold substantial significance for various stakeholders within the educational ecosystem, as outlined below:

Administration: The results of this study can assist the administration in establishing robust standards for educational quality essential for cultivating 21st-century competencies. By implementing data-driven strategies for curriculum enhancement, the administration can ensure that educational programs align with contemporary industry demands and technological advancements, which is crucial for preparing students to navigate a complex and dynamic job market

Students: The study provides a valuable roadmap for students as they cultivate the skills necessary to thrive in the context of Industry 4.0 and the broader 21st century. By understanding the competencies that are in demand, students can make informed decisions regarding their educational pathways and career aspirations, equipping them with the tools needed to succeed in a rapidly evolving workforce.

Policymakers: Additionally, this study holds significance for policymakers involved in shaping educational frameworks and policies. The insights derived from this research can inform policy decisions aimed at improving educational outcomes and ensuring that institutions respond effectively to the needs of both students and the labor market. By leveraging these findings, policymakers can advocate for reforms that enhance access to quality education and promote equity within the educational system.

The purpose of this study was to ascertain the characteristics of the graduates of Eastern Samar State University Guiuan Campus's Bachelor of Elementary Education program from the academic years 2007 – 2008 to 2022 – 2023, including their employability, values, and skill sets. Following are operational and conceptual definitions of essential terminology to facilitate a seamless and clear comprehension of the study:

Employment Status. Employment status indicates the classification of an individual's work arrangement based on their contractual obligations and hours worked, including full-time, part-time, or casual employment. This term is used to categorize workers within the study based on their specific work arrangements and commitments.

Underemployed. Underemployment describes a situation where individuals are working in jobs that do not fully utilize their skills or provide sufficient income relative to their qualifications. Within this study, underemployed individuals are those who possess higher education credentials but are engaged in jobs below their skill level or working fewer hours than desired.

Unemployed. Unemployment refers to the condition of individuals who are actively seeking work but are unable to find employment. In this research framework, unemployed respondents are those who have completed their education but have not yet secured jobs in their respective fields.

LITERATURE REVIEW

Related Studies

A study by Cablao – Lacay, et.al (2022) mentioned that the College of Education in Eastern Samar State University – Guiuan Campus aims to produce a globally competitive and value laden individual. The researchers initiated a tracer study to determine the employability of Elementary Education graduates from batch 2016 to 2019. It also includes the values and skills obtained and developed during their stay in the university. Quantitative design and descriptive survey were employed covering the demographic profile, employment status, values and skills, which were developed and acquired by the ESSU graduates during their stay in ESSU Guiuan. The result of the study will help recognized and address the weaknesses and strengths of the curriculum, its adequacy and the quality of education being offered relevant to the competencies needed in both local and international market. Furthermore, this study reveals that not most of the respondents that were graduates from the BEED program are LET passers who pursued graduate studies. Furthermore, majority of the graduates are employed as temporary/contractual worker and majority of the employed respondents are working in their local areas. In addition, skills in Human relation and creativity were obtained high mean score that interpreted as highly acquired by the respondents while other skills and competence were moderately acquired.

Another study of S. Cablao – Lacay et.al. entitled “Teacher Education Graduates Tracer Study from 2012 to 2015 in ESSU Guiuan Campus”, stated that; The College of Education in Eastern Samar State University – Guiuan Campus aims to produce a globally competitive and value laden individual. The

researchers initiated a tracer study to determine the employability of Elementary and Secondary Education graduates from batch 2012 to 2015. It also includes the values and skills obtained and developed during their stay in the university. Quantitative design and descriptive survey was employed covering the demographic profile, employment status, values and skills, which were developed and acquired by the ESSU graduates during their stay in ESSU Guiuan. The result of the study will help recognized and address the weaknesses and strengths of the curriculum, its adequacy and the quality of education being offered relevant to the competencies needed in both local and international market. Furthermore, this study reveals that most of the respondents are graduates from the BEED program and majority of the participants from the two programs are LET passers who pursued graduate studies. Furthermore, majority of the graduates are employed as temporary/contractual worker and majority of the employed respondents are working in their local areas. In addition, skills in Human relation and creativity were obtained high mean score that interpreted as highly acquired by the respondents while other skills and competence were moderately acquired”.

Lastly, the 2022 study entitled, “Employability of Teacher Education Graduates of an Asian Public University” by H. Bihag – boholano stated, “The employability of graduates from an institution is very important to note. It is through education and proper training that one may get a decent job after graduation. This study intends to show the employability of teacher education graduates in an Asian public university. The methodological approach was both quantitative and qualitative. Interviews were semi-structured and used a standard set of questions; however, graduates were encouraged and motivated to share stories and explain how and why they had arrived at their conclusions and to describe any relevant experiences in the workplace. The findings reveal that the graduates who specialized in English, Mathematics and Sciences are academically talented and motivated group with considerable aspirations to be the teaching model. The study also highlights that Science majors are the most employable graduates while Mathematics majors able to handle other learning areas such as Computer Education and Economics. Many Mathematics major graduates can diversify further through postgraduate studies, either into research or advanced courses in Mathematics in order to be promoted an also for professional and academic growth. It is therefore concluded that there are three top priorities in the workplace for graduates, these includes: challenging/interesting work, a high salary and professional growth”.

Related Literature

Universities contribute significantly to economic development in three key areas: human capital development, knowledge generation and dissemination, and innovation and technology transfer. They play a crucial role in producing and accumulating human capital, which is essential for national development by training the workforce in necessary skills and knowledge. However, despite the emphasis on education, many graduates face unemployment, highlighting a gap between educational outcomes and labor market needs. Additionally, universities serve as centers for generating,

disseminating, and applying knowledge, which is increasingly vital in a high-technology economy that requires continuous skill development to keep pace with rapid changes in industry. They also foster innovation by supporting research that leads to technological advancements and new information.

Employability is a critical aspect of this discussion; it encompasses not just the ability to secure a job but also to maintain employment and adapt to new opportunities. Employability involves a combination of skills, knowledge, and personal attributes that enhance a graduate's chances of success in their career. In the context of teacher education in the Philippines, graduates of Bachelor of Elementary Education (BEED) programs must meet specific qualifications to be eligible for teaching positions, including holding a bachelor's degree and passing the Licensure Examination for Teachers (LET). This ensures that teachers are adequately prepared to contribute effectively to the educational system.

Furthermore, graduate tracer studies serve as vital tools for assessing the effectiveness of educational programs by tracking graduates' employment outcomes. These studies provide insights into the relevance of curricula and help institutions adapt their offerings to better meet labor market needs. By evaluating employment profiles and graduates' satisfaction with their academic preparation, tracer studies can inform policies aimed at reducing unemployment among graduates and enhancing their skills and job readiness.

METHODOLOGY

Research Design

The study conducted at Eastern Samar State University (ESSU) Guiuan focused on the demographic profile, work situation, values, and skills acquired by graduates of the Bachelor of Elementary Education program. Utilizing a descriptive survey methodology, the researchers aimed to gather comprehensive data about the graduates' experiences and competencies. The survey included a questionnaire designed to collect information regarding respondents' demographic backgrounds, employment status, and the specific values and skills they developed during their education. The goal of this research was to assess how well these graduates are prepared for various situations in their professional lives. By analyzing the data collected through the surveys, the researchers sought to understand the extent to which the educational program at ESSU Guiuan equips graduates with the necessary tools to succeed in their careers and contribute effectively to society.

Respondents of the Study

The study's respondents include Bachelor of Elementary Education program alumni, ranging from the program's pioneering class that graduated in 2007–2008 to the most recent class, which graduated in 2022 – 2023. The completion of this thorough tracer investigation is necessary for Level IV AACUP Accreditation.

Batch / Year Graduated	Total No. of Graduates	No. of Respondents
2007 – 2008	26	19
2008 – 2009	29	19
2009 – 2010	28	21
2010 – 2011	35 (-1) = 34	20
2011 – 2012	75	47
2012 – 2013	87	52
2013 – 2014	134	98
2014 – 2015	118 (-1) = 117	82
2015 – 2016	114	63
2016 – 2017	117	64
2017 – 2018	69	60
2018 – 2019	71 (-1) = 70	66
2021 – 2022	58 (-1) = 57	55
2022 – 2023	81	70
TOTAL	1006 (-4) = 1002	736

Sampling Technique

In conducting the BEED Alumni Tracer Study, a stratified random sampling method was applied to capture a balanced representation of alumni across 14 graduation cohorts from the academic years 2007–2008 to 2022–2023. Each graduation year functioned as a unique stratum, allowing for the inclusion of respondents from every batch, which ensured the study captured the breadth of alumni experiences and accurately reflected the program’s influence over time. Respondents were selected proportionately within each graduation year, with larger cohorts, such as 2013–2014 with 98 respondents, well-represented, and smaller cohorts, such as 2007–2008 with 19 respondents, contributing proportionately. Although representation was balanced across all cohorts, recent batches, including 2021–2022 and 2022–2023, were emphasized to gather feedback on current program features and recent adjustments. In total, 736 respondents from the 14 cohorts participated, providing comprehensive insights into the BEED program's effectiveness across multiple years. This sampling approach allowed for a nuanced understanding of the program’s long-term influence, highlighting its strengths as experienced by graduates over a span of 16 years.

Research Instruments

To assess the demographic profile and employment status of graduates from the Bachelor of Elementary Education program at Eastern Samar State University (ESSU) Guiuan, the study utilized a survey questionnaire adapted from the Graduate Tracer Survey (GTS) of La Salle University College. The questionnaire comprised three sections: the first section gathered demographic information such as age, gender, civil status, and educational background, including whether graduates pursued further studies or took professional examinations like the Licensure Examination for Teachers (LET). The second section focused on employment status, detailing current job situations, types of employment, duration to secure their first job, and employment locations. The third section evaluated the competencies, skills, and values developed during

their studies at ESSU Guiuan, employing a 5-point Likert scale for respondents to self-assess their development in these areas. This comprehensive approach aimed to provide insights into how well the educational program prepares graduates for their professional endeavors.

Data Gathering Procedure

Both the respondents and their employers received a communication letter with instructions on how to collect the data required for this study. The respondents, particularly those who work outside of Guiuan, were reached by the researchers via social media (Facebook, Gmail, Yahoo, Messenger, etc.) to administer the questionnaire. To prevent distractions during working hours, individuals employed by the municipality will have a designated period of time during their unoccupied schedules. Following the respondents' retrieval of the survey questionnaires, the collected data was totaled. The collected results were displayed in tables with the mean, frequency, and percentage applied; the researchers then interpreted and examined the data.

Statistical Treatment

In analyzing the BEED alumni data, frequency distribution and percentages were employed to assess the demographic profile of respondents, covering aspects such as age, gender, marital status, and educational background. These statistical tools provided insights into the population's characteristics and trends within the dataset. Additionally, the mean scores were calculated to evaluate the degree to which respondents acquired or developed specific values and skills during their time at ESSU-Guiuan. The findings on values and skills were interpreted using a five-point Likert scale, with the following categories:

Rating	Interpretation	Ranges
1	Not Developed/ Acquired	1.0 - 1.49
2	Poorly Developed/ Acquired	1.5 - 2.49
3	Slightly Developed/ Acquired	2.5 - 3.49
4	Moderately Developed/ Acquired	3.5 - 4.49
5	Highly Developed/ Acquired	4.49 - 5.0

RESEARCH RESULT AND DISCUSSION

This chapter presents the findings from a study on the employability of Bachelor of Elementary Education graduates from Eastern Samar State University (ESSU) Guiuan, detailing the data collected, statistical analysis results, and interpretations aligned with the study's objectives. A total of 1,002 graduates were surveyed, with responses gathered from 736 participants, resulting in a robust response rate of 73.5%. This substantial sample size enhances the reliability of the findings and provides a nuanced understanding of graduate outcomes. The data is organized by graduation year, showing varying levels of engagement across different cohorts. For instance, the number of respondents from each graduation batch includes 19 from 2007-2008, 19 from 2008-2009, 21 from 2009-2010, and so forth, culminating in 70 respondents from the 2022-2023 batch. This detailed breakdown reflects both historical trends and recent

adjustments to the program. The chapter emphasizes that the high response rate indicates strong alumni engagement and interest in evaluating their educational experiences. It sets the stage for further exploration of how these findings relate to the broader objectives of the study, particularly concerning the skills and competencies developed during their education at ESSU Guiuan.

Board Performance (Batch 2007 - 2008 to Batch 2022 - 2023)

DATE OF EXAM	NATIONAL PASSING PERCENTAGE	ESSU GUIUAN PASSING PERCENTAGE		
		FIRST TIMERS	REPEATERS	OVERALL
SEPTEMBER 2008	30.48%	27%	0%	25%
APRIL 2009	27.86%	0%	29%	22%
OCTOBER 2009	18.67%	22%	0%	18%
APRIL 2010	15.44%	0%	25%	21%
SEPTEMBER 2010	19.58%	56%	0%	40%
APRIL 2011	15.81%	50%	8.33%	14.29%
SEPTEMBER 2011	22.68%	39.13%	0%	28.13%
MARCH 2012	42.46%	33.33%	50%	44.44%
SEPTEMBER 2012	49.29%	60%	45.45%	55.56%
MARCH 2013	27.78%	59.38%	52.63%	56.85%
SEPTEMBER 2013	31.18%	54.05%	11.11%	42.57%
JANUARY 2014	28.98%	83.33%	33.33%	66.67%
AUGUST 2014	35.74%	47.54%	23.53%	42.31%
MARCH 2015	27.42%	69.23%	25.37%	32.50%
SEPTEMBER 2015	31.36%	46.53%	0%	31.76%
MARCH 2016	28.39%	75%	27.03%	33.72%
SEPTEMBER 2016	30.18%	54%	11.67%	38.13%
MARCH 2017	10.39%	23.53%	7.23%	10.00%
SEPTEMBER 2017	26.33%	39.18%	8.93%	28.10%
MARCH 2018	23.62%	40%	15.48%	18.09%
SEPTEMBER 2018	20.29%	42.62%	4.62%	23.02%
MARCH 2019	27.29%	33.33%	26.14%	26.60%
SEPTEMBER 2019	31.34%	60.32%	6.90%	29.33%
MARCH 2020				
SEPTEMBER 2020				
MARCH 2021				
SEPTEMBER 2021	55.96%	66.67%	71.43%	69.23%
JANUARY 2022	56.90%	NT	85.71%	85.71%
JUNE 2022	50.62%	NT	48.15%	48.15%
MARCH 2022	48.89%	0%	60.00%	60.00%
OCTOBER 2022	54.45%	80.00%	43.16%	46.67%
MARCH 2023	40.76%	70%	12.77%	35.06%
SEPTEMBER 2023	47.01%	93.10%	32.65%	55.13%
MARCH 2024	46.67%	84.31%	13.33%	58.2%

The performance of Eastern Samar State University (ESSU) Guiuan in the Licensure Examinations for Elementary Teachers (LET) from September 2008 to March 2024 demonstrates a notable trend of improvement. Over 31 LET exams, the Bachelor of Elementary Education (BEED) program consistently surpassed the national passing percentage, achieving an overall rate of 64.52%. In the initial years (2008-2010), ESSU Guiuan's passing rates were generally below national averages, but improvements began around 2010. For example, in September 2010, first-time takers achieved a 56% passing rate, significantly higher than the national average of 19.58%. The period from 2011 to 2013 saw exceptional growth, highlighted by a 55.56% overall passing rate in September 2012, exceeding the national average of 49.29%. A peak was reached in January 2014 with an overall passing rate of 66.67%, well above the national average. Despite some fluctuations, including a drop to 10% in March 2017, ESSU Guiuan rebounded post-pandemic. In September 2021, the overall passing rate rose to 69.23%, surpassing the national average of 55.96%. This upward trend continued into 2022 and 2023, with first-time passers achieving an impressive 93.10% in September 2023. Noteworthy individual achievements include Mr. Kay-C Jetro Gagap Barillo, who scored 92.20% in September 2023, narrowly missing the Top 10. The program reached a historic milestone in March 2024 when Miss Maria Cristina Restoque Sabadlab became ESSU Guiuan's first BEED LET Top Notcher, securing 8th place with a rating of 91.00%, underscoring the continuous dedication and improvement within the program.

**Bachelor of Elementary Education Alumni Tracer
(Batch 2007 – 2008 to Batch 2022 – 2022)**

BATCH / YEAR GRADUATED	TOTAL NO. OF GRADUATES	NO. OF RESPONDENTS	PERCENTAGE (GRADUATES OVER RESPONDENTS)
2007 – 2008	26	19	73.08%
2008 – 2009	29	19	65.52%
2009 – 2010	28	21	75%
2010 – 2011	35 (-1) = 34	20	58.82%
2011 – 2012	75	47	62.67%
2012 – 2013	87	52	59.77%
2013 – 2014	134	98	73.13%
2014 – 2015	118 (-1) = 117	82	70%
2015 – 2016	114	63	55.26%
2016 – 2017	117	64	54.70%
2017 – 2018	69	60	86.96%
2018 – 2019	71 (-1) = 70	66	94.29%
2021 – 2022	58 (-1) = 57	55	96.49%
2022 – 2023	81	70	86.42%
TOTAL	1006 (-4) = 1002	736	73.55%

The data on graduates from the Bachelor of Elementary Education (BEED) program at Eastern Samar State University (ESSU) Guiuan Campus from 2007 to 2023 reveals significant insights into alumni engagement and participation in institutional research. A total of 1,006 graduates were produced, with a final count of 1,002 after adjustments for discrepancies. Of these, 736 graduates participated in follow-up surveys, resulting in a 73.55% response rate. Participation varied across cohorts, with early cohorts like 2007-2008 showing a 73.08% engagement rate and the 2009-2010 cohort achieving 75%. However, the 2010-2011 cohort experienced a drop to 58.82%, indicating challenges in alumni outreach. Recent cohorts demonstrated improved engagement, notably the 2021-2022 cohort with a remarkable 96.49% response rate and the 2018-2019 cohort at 94.29%. Despite some moderate response rates in earlier years, the overall trend reflects successful efforts by the university to strengthen alumni relations and improve tracking systems. The findings underscore the importance of alumni feedback for enhancing academic programs and ensuring they meet the evolving needs of the education sector.

1. Demographic profile of the respondents:

AGE	FREQUENCY (f)	PERCENTAGE (%)
20 – 25	110	14.92%
26 – 30	320	43.48%
31 – 35	273	37.09%
36 – 40	33	4.49%
No Answer	36	4.89%
Total	736	100%

GENDER	FREQUENCY (f)	PERCENTAGE (%)
Male	104	14.13%
Female	632	85.93%
Total	736	100%

CIVIL STATUS	FREQUENCY (f)	PERCENTAGE (%)
Single	627	85.19%
Married	103	13.99%
Widow/er	3	0.41%
Single Parent	3	0.41%
No Answer	0	0%
Total	736	100%

The demographic profile of the 736 respondents reveals key characteristics of the population. Most respondents are in the early stages of their careers, with 43.48% aged 26 to 30 and 37.09% aged 31 to 35, while 14.92% are

between 20 to 25 years old. A smaller portion, 4.49%, falls into the 36 to 40 age range, indicating that the majority are in their prime working years. Gender distribution is heavily skewed, with 85.93% identifying as female, reflecting trends in elementary education where women dominate the profession. In terms of civil status, 85.19% are single, suggesting many early-career professionals are focused on their careers, whereas 13.99% are married, balancing work and family responsibilities. The data highlights the importance of these demographic factors in understanding the respondents' professional experiences and challenges, emphasizing the need for tailored programs that support educators at various stages of their careers.

2. Distribution of respondents who passed professional examination/s

PROFESSIONAL EXAMINATION/S PASSED	FREQUENCY (f)	PERCENTAGE (%)
Licensure Examination for Teachers	698	94.48%
Civil Service Examination	43	5.84%
NAPOLCOM Examination	2	.27%
No Professional Examination Passed	6	.82%
No Answer	32	4.35%
Total	736	100%

The distribution of respondents who passed professional examinations reveals important insights into their qualifications and career readiness. A significant 94.48% (698 respondents) have successfully passed the Licensure Examination for Teachers (LET), highlighting a strong commitment to pursuing careers in education, particularly in elementary teaching, where passing the LET is essential for professional practice. Additionally, 5.84% (43 respondents) have passed the Civil Service Examination, suggesting some may be exploring roles in the public sector beyond teaching, indicating career flexibility. A very small fraction, 0.27% (2 respondents), have passed the NAPOLCOM Examination, which is typically related to law enforcement careers, pointing to a few individuals seeking opportunities outside the education sector. Furthermore, 0.82% (6 respondents) reported having passed no professional examination, while 4.35% (32 respondents) did not disclose their examination status, which may reflect transitions or uncertainties in their professional paths. Overall, the data underscores the predominance of licensed professionals within the group and illustrates the diverse qualifications that may shape their career trajectories beyond teaching.

3. Distribution of Graduates who Pursue Graduate Studies

Educational Attainment	Frequency (F)	Percentage (%)
Pursue Graduate Studies	92	12.50%
Did not pursue graduate studies	544	73.94%
No Answer	100	13.59%
Total	736	100%

The distribution of graduates pursuing further studies provides valuable insights into their commitment to education and professional development. Among the 736 respondents, 12.50% (92 respondents) indicated they have pursued graduate studies, reflecting a proactive approach to advancing their qualifications for career advancement, specialization, or leadership roles in education. This pursuit of graduate education underscores the importance of continuous learning for educators aiming to deepen their expertise. Conversely, a significant 73.94% (544 respondents) reported not pursuing graduate studies, which may be attributed to factors such as financial constraints, professional obligations, or personal circumstances, suggesting contentment with their current qualifications or a lack of immediate need for advanced degrees. Additionally, 13.59% (100 respondents) did not specify their educational attainment, indicating a potentially undecided or unreported segment. Overall, while many graduates appear satisfied with their current qualifications, the data highlights opportunities for institutions to promote further studies through more accessible programs or incentives that encourage professional development among educators.

4. Distribution of Respondents in terms of Occupational Classification

Occupational Classification	Frequency (F)	Percentage (%)
Teaching / Education Private or Public)	506	68.76%
Transport , storage and communication	5	.68%
Social Security	5	.68%
Private Households with Employed Persons	18	2.45%
Public Administration and Defense; Compulsory	23	3.12%
Health and Social Work	24	3.26%
Electricity, Gas and Water Supply	4	.54%
Other Community, Social and Personal Service Activities	52	7.07%
OTHER	50	6.80%
No Answer	49	6.66%
Total	736	100%

The occupational classification of respondents reveals that the majority, 68.76%, are employed in Teaching or Education, reflecting their strong alignment with the academic field, particularly in elementary education. This highlights the relevance of their training for roles such as educators or administrators. A smaller portion, 7.07%, works in Other Community, Social, and Personal Service Activities, with additional representation in sectors like Health and Social Work (3.26%), Public Administration (3.12%), and Private Households (2.45%). Other industries, including Transport, Social Security, and Utilities, account for smaller percentages, while 6.80% of respondents are in unspecified sectors. Overall, while most respondents remain tied to education, there is notable career diversification across various sectors.

5. Respondents Current Employment status

Current Employment Status	Frequency (F)	Percentage (%)
Regular or Permanent	365	49.6%
Temporary	65	8.83%
Contractual	180	24.48%
Casual	21	2.86%
Self - Employed	90	12.24%
No Answer	15	2.04%
Total	736	100%

The employment status of the 736 respondents reveals a diverse range of job conditions, with 49.6% (365 respondents) enjoying Regular or Permanent employment, indicating job security and stability. A notable portion, 24.48% (180 respondents), are working under Contractual terms, which may offer flexibility but lacks long-term security. Meanwhile, 8.83% (65 respondents) hold Temporary positions, and 2.86% (21 respondents) are Casual employees, both groups experiencing less job stability. Additionally, 12.24% (90 respondents) are Self-Employed, reflecting entrepreneurial pursuits, while 2.04% (15 respondents) did not specify their employment status. Overall, the data highlights a blend of secure, flexible, and independent employment situations.

6. Distribution of Respondents' Place of Work

Place Of Work	Frequency (F)	Percentage (%)
Local	647	87.92%
Abroad	12	1.63%
No Answer	77	10.47%
Total	736	100%

The distribution of respondents' places of work reveals significant geographical employment patterns among graduates. A substantial 87.92% (647 individuals) are employed locally, indicating that most graduates have found opportunities within their home country, particularly in education and community-oriented fields. In contrast, only 1.63% (12 respondents) are working abroad, suggesting limited but notable international employment opportunities, possibly in teaching or other sectors. Additionally, 10.47% (77 respondents) did not disclose their place of work, which may reflect recent job changes or non-disclosure. Overall, the data highlights that while the majority of graduates contribute to the local workforce, a small number have pursued international career pathways, showcasing the diverse opportunities available to them.

7. Competencies and Skills Acquired as Perceived by the respondents

Competencies And Skills	Frequency (F)	Percentage (%)
Communication skills	633	86%
Human Relations skills	461	62.67%
Entrepreneurial skills	193	26.22%
Problem-solving skills	376	51.05%
Critical Thinking skills	404	54.89%
Total	736	100%

The self-perceived competencies and skills of the respondents provide valuable insights into their readiness for professional roles. The most prominent skill identified was communication, with 86% (633 respondents) affirming its importance, particularly in education where effective communication is crucial for teaching and collaboration. Human relations skills were recognized by 62.67% (461 respondents), highlighting the significance of interpersonal interactions for maintaining positive workplace relationships and managing classroom dynamics. Entrepreneurial skills were noted by 26.22% (193 respondents), indicating a growing emphasis on innovation and resourcefulness, though this was less central to their development. Additionally, problem-solving skills were acknowledged by 51.05% (376 respondents), emphasizing their ability to tackle challenges in dynamic environments, while critical thinking skills were reported by 54.89% (404 respondents), reflecting their capacity for informed decision-making and reflective practices. Overall, the data indicates a strong acquisition of essential skills, with communication and human relations being particularly dominant, underscoring their importance across various professional contexts.

8. Values Developed as Perceived by the respondents

Perceived Values Developed	Mean	Interpretation
Commitment	3.60	Moderately Developed
Confidence	4.30	Moderately Developed
Excellence	4.30	Moderately Developed
Integrity	4.30	Moderately Developed
Diligence	3.90	Moderately Developed
Compassion	4.0	Moderately Developed
Accountability	4.30	Moderately Developed
Leadership	3.70	Moderately Developed
Creativity	4.60	Highly Developed
Punctuality	3.50	Moderately Developed
Overall Mean	4.05	Moderately Developed

The values developed among respondents indicate a strong foundation for both professional and personal growth, with an overall mean rating of 4.05, categorized as moderately developed (MD). Notably, Creativity received the highest score of 4.60, reflecting respondents' confidence in their innovative thinking and problem-solving abilities, which are crucial in dynamic work environments. Values such as Confidence, Excellence, Integrity, and Accountability all scored 4.30, demonstrating a commitment to high standards and ethical practices, suggesting that graduates prioritize both personal success and their responsibilities in their roles. Other important values include Compassion (4.0) and Diligence (3.90), highlighting the significance of empathy and hard work for building positive relationships and achieving long-term goals. While Commitment (3.6) and Leadership (3.70) received slightly lower scores, they still indicate a solid foundation for professional engagement. Punctuality scored the lowest at 3.50, suggesting potential areas for improvement in time management. Overall, the data reflects a well-rounded profile of graduates equipped with essential competencies to navigate their

careers effectively while upholding ethical standards and fostering positive workplace environments.

Feedback From Employers

The employers of Bachelor of Elementary Education (BEED) graduates encompass a diverse range of institutions, primarily within the education sector. Key employers (respondents of the Employer Feedback Survey) include the Department of Education (DepEd), which employs a significant number of graduates across various schools such as Cogon Elementary School, San Juan Elementary School, and Juan Sumulong Elementary School. Other educational institutions include Eastern Samar State University - Maydlong Campus, Lorenzo Daa Memorial School, and Immaculate Conception School of Guiuan, Inc. Additionally, some graduates find opportunities in non-educational sectors, including the Philippine National Police, Bureau of Fire Protection, National Power Corporation, and Concentrix. This distribution reflects the graduates' versatility and the demand for their skills in both educational and non-educational roles, highlighting the various career pathways available to BEED alumni.

Employers of BEED Graduates

Category	Count	Percentage
Education	18	81.82%
Non - Education	4	18.18%
Total	22	100%

Summary of the employment data for BEED graduates, including percentages for each category.

The employer feedback survey for graduates of the Bachelor of Elementary Education (BEEEd) program at Eastern Samar State University (ESSU) is a vital tool for assessing the professional performance and core values of alumni in their workplaces. It evaluates key areas such as professional competence, including subject matter knowledge and teaching strategies, alongside the application of ESSU's core values—Integrity, Accountability, Service, and Excellence. Additionally, the survey examines personal attributes like communication skills and teamwork, which are essential for effective collaboration. By gathering insights from employers regarding their satisfaction with graduates' overall performance and their willingness to recommend them for future hiring, the survey not only highlights the readiness of ESSU graduates for professional roles but also provides valuable feedback for continuous improvement of the BEEEd program. This comprehensive approach ensures that graduates are well-prepared to succeed in their careers while making meaningful contributions to their communities.

Feedback From Employees	Mean	Interpretation
A. Professional Competence		
1. Demonstrates a strong understanding of subject matter knowledge relevant to elementary education. /	4.70	Strongly Agree

Demonstrate a strong understanding of task / workload.		
2. Effectively uses various teaching strategies to cater to the diverse needs of learners. / Effectively uses various strategies that cater the diverse needs of clients in the workplace.	4.65	Strongly Agree
3. Shows competence in classroom management and maintaining discipline. / Shows competence in the workplace.	4.73	Strongly Agree
B. Application of ESSU Core Values		
1. INTEGRITY		
a. Demonstrates honesty and ethical behavior in all professional activities.	4.80	Strongly Agree
b. Takes responsibility for their actions and maintains transparency in (teaching and administrative) tasks.	4.69	Strongly Agree
2. ACCOUNTABILITY		
a. Is accountable for (student learning) outcomes and strives to improve based on feedback.	4.63	Strongly Agree
b. Shows initiative in identifying areas for professional development and seeks to enhance skills.	4.80	Strongly Agree
3. SERVICE		
a. Exhibits a genuine commitment to serving (students, parents, and the school community) clients and stakeholders.	4.80	Strongly Agree
b. Participates actively in community engagement and outreach programs aligned with (school) workplace initiatives.	4.48	Strongly Agree
4. EXCELLENCE		
a. Strives for excellence in (teaching and continually seeks ways to improve teaching practices) and continually seeks ways to improve work performance.	4.80	Strongly Agree
b. Demonstrates high standards of quality (in lesson preparation, delivery, and student assessment) outputs and services.	4.77	Strongly Agree
C. Personal Attributes		
1. Demonstrates effective communication skills with colleagues, (students, and parents) and clients.	4.7	Strongly Agree
2. Works well as part of a team and collaborates with colleagues to achieve common goals.	4.81	Strongly Agree
3. Exhibits strong problem-solving skills and adaptability in handling (classroom) workplace challenges.	4.74	Strongly Agree
D. Overall Performance		
1. How satisfied are you with the overall performance of the ESSU BEEed graduate(s) employed in your organization?	4.74	Strongly Agree
2. You would recommend hiring ESSU BEEed graduates to other schools or organizations.	4.74	Strongly Agree
Overall Mean	4.70	Strongly Agree

The feedback from employers regarding the performance of ESSU BEEed graduates reveals a consistently high level of satisfaction, with an overall mean score of 4.70, indicating strong agreement across various competencies and attributes. Graduates demonstrate a solid understanding of subject matter knowledge (4.70) and effectively employ diverse teaching strategies (4.65) to

meet the needs of learners and clients. Their competence in classroom management and workplace discipline is also well recognized (4.73). In terms of core values, graduates exhibit high integrity (4.80) and accountability (4.63), taking responsibility for their actions while actively seeking professional development (4.80). Their commitment to service is evident, particularly in their dedication to community engagement (4.48) and genuine service to students and stakeholders (4.80). Furthermore, they strive for excellence in teaching practices (4.80) and maintain high standards in lesson preparation and assessment (4.77). Personal attributes such as effective communication skills (4.70), teamwork (4.81), and problem-solving abilities (4.74) further enhance their overall performance, which employers rated highly (4.74) and expressed willingness to recommend for hiring in other organizations (4.74). This feedback underscores the effectiveness of the ESSU educational program in preparing graduates who are not only competent but also embody essential professional values and personal attributes critical for success in educational settings.

OPEN - ENDED QUESTIONS
<p>1. What are the strengths of the ESSU BEEEd graduate(s) employed in your organization?</p> <p>The feedback on ESSU BEEEd graduates highlights their strong readiness for the professional environment, emphasizing their openness to learning and the possession of essential competencies required in their roles. Graduates demonstrate a goal-oriented mindset, perseverance, and initiative in their work tasks, showcasing independence and reliability. They exhibit key knowledge, skills, and attitudes (KSAs) necessary for their jobs, along with resilience and the ability to complete tasks with minimal supervision. Their excellent work ethic, passion for teaching, and leadership qualities are notable, as is their sincerity and adaptability. Graduates are recognized for their creativity, subject knowledge, collaboration skills, and effective communication. They actively prepare lessons with diligence and demonstrate strong pedagogical knowledge, including classroom management and adaptability. Overall, ESSU BEEEd graduates embody the core values of integrity, accountability, service, and excellence while being hardworking, trustworthy, and committed to continuous improvement in their professional journeys.</p>
<p>2. In what areas do you think the ESSU BEEEd graduate(s) could improve?</p> <p>Feedback on areas for improvement for ESSU BEEEd graduates suggests several key opportunities to enhance their professional effectiveness. Respondents emphasized the importance of staying updated with the latest developments in teaching content and pedagogy, highlighting a need for continuous professional development. Enhancements in communication skills were noted as essential, alongside the development of interpersonal skills to foster better relationships within educational environments. Graduates are encouraged to engage in research and innovative practices, particularly in areas like ICT readiness and test construction. There is also a call for specialization in globally relevant fields, such as Special Education (SPED), to broaden their expertise. Additionally, fostering critical thinking through challenging activities and continuing training in areas like rescue skills were suggested to further equip graduates for diverse educational contexts. Overall, while many respondents noted the strong foundation of ESSU BEEEd graduates, these areas present valuable avenues for ongoing growth and development in their careers.</p>
<p>3. How well do you think the ESSU core values (Integrity, Accountability, Service, Excellence) are demonstrated in their professional practice?</p> <p>The feedback regarding the demonstration of ESSU core values – Integrity, Accountability, Service, and Excellence – by graduates in their professional practice is overwhelmingly positive. Respondents consistently highlight the strength of these values, noting that they are evident in the graduates' performance and interactions with students and colleagues. Many comments reflect confidence in the graduates' abilities, attributing their success to the core</p>

<p>values instilled during their education. Observations indicate that these values are not only taught but actively practiced, with graduates showing commitment to ethical behavior, responsibility for student outcomes, and dedication to student development. The graduates are recognized for their excellent work ethic, teamwork, and sincerity in their roles, which contribute to a positive educational environment. Overall, the ESSU core values are perceived as well demonstrated in the professional practices of the graduates, reinforcing their readiness to excel in their careers.</p>
<p>4. Do you have any suggestions for how the ESSU Bachelor of Elementary Education program could better prepare its graduates for the workforce?</p>
<p>Feedback on how the ESSU Bachelor of Elementary Education program could better prepare its graduates for the workforce includes several constructive suggestions. Respondents recommend increasing exposure to other educational institutions known for excellence in instruction, research, and alignment with the latest Department of Education initiatives. Enhancing communication skills is emphasized as critical for graduates' competitiveness in various career paths. Additionally, there is a call to improve research capabilities and provide more real-world classroom experiences to equip graduates with practical skills. Suggestions also include integrating technical skills training, particularly in ICT, to ensure that graduates are prepared for modern educational demands. Increasing the duration of field study and encouraging emotional awareness in the workplace are also highlighted as areas for improvement. Overall, these insights reflect a desire for continuous learning and adaptation to better prepare graduates for the challenges of the teaching profession and beyond.</p>
<p>ADDITIONAL COMMENTS</p>
<p>Feedback regarding ESSU graduates and the Bachelor of Elementary Education program is overwhelmingly positive, with many respondents encouraging the continuation of high standards in graduate preparation. Comments highlight the readiness of graduates to deliver quality service in their chosen vocations, with specific praise for individual graduates like Ms. Espineda, who exemplifies the program's strengths. There is a strong belief that ESSU graduates possess the knowledge and skills necessary to excel in the workforce, particularly within the Department of Education, despite any perceptions related to the university's reputation. Suggestions for improvement include enhancing soft skills, increasing exposure to diverse teaching environments, and developing competencies relevant to modern educational demands, such as ICT proficiency. Respondents also advocate for community engagement activities and ongoing research to address current challenges faced by BEEed students. Overall, the feedback reflects pride in ESSU graduates and a commitment to sustaining excellence in educational programs.</p>

The survey's open-ended questions highlighted a strong appreciation from employers for graduates of the Bachelor of Elementary Education (BEEed) program at Eastern Samar State University (ESSU). Employers noted the graduates' readiness for the workforce and their alignment with essential professional competencies, praising traits such as adaptability, independence, and reliability. Core values like integrity, accountability, service, and excellence were frequently mentioned, along with effective communication and teamwork skills. However, constructive feedback indicated areas for improvement, including the need for enhanced communication skills, more exposure to real-world classroom environments, and a greater emphasis on technical skills such as information and communication technology (ICT). Overall, the employers expressed high satisfaction with the graduates, reflected in an average score of 4.70 for key competencies like subject matter knowledge and effective classroom management. While the program's strengths were affirmed, the feedback provided actionable recommendations for continuous improvement to ensure that graduates remain competitive in the evolving educational landscape. This

synthesis of qualitative and quantitative insights offers a comprehensive perspective on the competencies of ESSU BEEd graduates while identifying specific areas for enhancement.

The findings of this study offer a comprehensive overview of the professional readiness, competencies, and values developed by graduates of the Bachelor of Elementary Education (BEEd) program at Eastern Samar State University (ESSU). While only 12.50% of graduates pursued further education, indicating a preference for enhancing qualifications through direct career experience, communication skills emerged as their strongest competency, with 86% of respondents identifying these abilities as highly developed. Employment data revealed that nearly half (49.6%) of the respondents hold regular positions, reflecting job stability linked to their cultivated competencies, particularly in human relations, where 62.67% reported proficiency. Graduates self-assessed their values with an overall mean rating of 4.05, highlighting strengths in creativity (4.60) and essential qualities such as confidence, excellence, integrity, and accountability (each rated at 4.30). These results suggest that ESSU BEEd graduates possess a well-rounded skill set and ethical foundation, equipping them to meet professional challenges effectively. Qualitative insights from employers further emphasized the workforce readiness of ESSU BEEd graduates and their alignment with essential competencies. Employers praised graduates for their adaptability, goal orientation, independence, and reliability while noting effective communication and teamwork skills that align with market demands. However, constructive feedback indicated areas for program improvement, including enhancing communication skills, providing more practical classroom experience, and emphasizing technical skills like information and communication technology (ICT). Employer satisfaction was reflected in an overall mean competency score of 4.70, underscoring strong agreement on key competencies such as subject matter knowledge and effective classroom management. While the high level of satisfaction affirms the program's impact, the feedback offers a roadmap for continuous improvement by targeting specific areas to elevate the quality and competitiveness of ESSU BEEd graduates in an evolving educational landscape.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The findings of this study provide a detailed overview of the professional readiness, competencies, and values developed by graduates of the Bachelor of Elementary Education (BEEd) program at Eastern Samar State University (ESSU). The data indicates that only 12.50% of graduates pursued further education, suggesting a preference for gaining immediate career experience over additional academic qualifications. This trend may reflect a pragmatic approach to professional development, allowing graduates to acquire practical skills directly within their fields. Among the assessed competencies, communication skills were highlighted as the strongest, with 86% of respondents identifying them as their most developed asset. Employment data shows that nearly half (49.6%) of respondents hold regular positions, indicating job stability linked to their cultivated competencies. Graduates self-assessed their values with an overall mean rating of 4.05, particularly excelling in creativity (4.60) and essential qualities such as confidence, excellence, integrity, and accountability (each

rated at 4.30), demonstrating a strong ethical foundation alongside a well-rounded skill set. Qualitative feedback from employers further enriched the study's findings, revealing a strong appreciation for ESSU BEd graduates' readiness for the workforce and alignment with essential competencies. Employers noted key traits such as adaptability, goal orientation, independence, and reliability among graduates while commending their effective communication and teamwork skills. However, constructive feedback pointed to specific areas for improvement, including enhancing communication skills, increasing practical classroom experience, and emphasizing technical skills like information and communication technology (ICT). The overall mean competency score from employers was 4.70, reflecting strong agreement on critical competencies such as subject matter knowledge and effective classroom management. While the high level of employer satisfaction affirms the program's impact on graduate preparedness, it also provides a roadmap for continuous improvement by addressing feedback to enhance the quality and competitiveness of ESSU BEd graduates in an evolving educational landscape.

Recommendations

1. **Enhance Communication Skills:** Intensify workshops and training sessions focused on advanced communication techniques, including public speaking, interpersonal communication, and digital communication, to better prepare students for diverse professional interactions.
2. **Expand Practicum Opportunities:** Strengthen partnerships with local schools to provide students with extensive hands-on practicum experiences in real classroom settings, allowing them to apply theoretical knowledge in practice.
3. **Integrate ICT Training:** Incorporate information and communication technology (ICT) training into the curriculum, focusing on tools and platforms commonly used in modern classrooms, and offer elective courses on educational technology.
4. **Develop Leadership Skills:** Introduce leadership development programs that teach essential skills such as team management, decision-making, and conflict resolution, while encouraging student involvement in community projects to foster practical application of these skills.
5. **Establish Continuous Evaluation:** Create a system for ongoing evaluation of the BEd program based on feedback from graduates and employers, utilizing tracer studies to monitor alumni career paths and ensure alignment with workforce needs.

ADVANCED RESEARCH

The study's findings underscore the nuanced interplay between the professional readiness, competencies, and core values cultivated in Bachelor of Elementary Education (BEd) graduates from Eastern Samar State University (ESSU), revealing critical insights into their transition to the workforce. With only 12.50% of graduates pursuing further studies, the data suggests a prevailing preference for immediate professional engagement, underscoring a pragmatic approach to career advancement. Notably, communication skills emerged as the most pronounced competency, with 86% of graduates recognizing it as a key strength, while nearly half (49.6%) of respondents securing regular employment highlights the alignment of their skills with industry needs. Graduates also demonstrated strong ethical and personal values, achieving high ratings in creativity (4.60) and fundamental qualities such as integrity and accountability (4.30). Complementing these findings, employer feedback lauded graduates' workforce readiness, adaptability, and teamwork, yet identified areas for enhancement, including ICT proficiency and practical classroom exposure. The overall employer competency rating of 4.70 underscores substantial satisfaction with graduates' subject matter

expertise and classroom management, affirming the program's efficacy while outlining actionable pathways for elevating graduate competitiveness in a dynamic educational ecosystem.

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