

Career Profiling of Teacher Education Graduates of Saint Joseph's College of Baggao

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ABSTRACT

The study examined the relationships between various demographic profiles and professional profiles of respondents in the context of Saint Joseph's College of Baggao, the only Catholic school in the area offering higher education programs such as Bachelor of Secondary Education (BSED) and Bachelor of Elementary Education (BEED). Using a descriptive-correlational design, data was collected and analyzed to identify significant associations between demographic variables such as age, sex, birth order, and degree earned, and professional factors including employment status, tenure of employment, training, and community engagement. Statistical analysis revealed several noteworthy findings; certain demographic profiles demonstrated significant relationships with

professional outcomes, while others showed no clear correlation. Notable significant relationships included those between age and community engagement, sex and employment status, and professional licenses and community engagement. These findings highlighted the importance of certain demographic factors in influencing professional development within the educational context of Saint Joseph's College of Baggao. Moreover, recommendations based on the findings include the implementation of targeted training programs, mentorship initiatives, customized professional development plans, and fostering a diverse and inclusive work environment. These initiatives aim to address observed disparities and promote equitable opportunities for all employees. The study provides understandings into the complex interplay between demographic and professional profiles, contributing to the ongoing discourse on workplace equity and employee development, particularly in the unique setting of Saint Joseph's College of Baggao.

Keywords: *Career Profiling, Higher education programs, BSED and BEED programs, Employment status, Training and development, Community engagement, Professional development, Catholic education*

INTRODUCTION

In the dynamic landscape of education, the preparation and career trajectory of teacher education graduates are pivotal in shaping the quality of instruction and the overall development of future generations (Villegas-Reimers, 2023). Understanding these career profiles provides insights into their professional journeys and serves as a barometer for assessing the effectiveness of educational institutions in equipping learners with necessary skills and competencies for the teaching profession (Darling-Hammond, 2006).

The research titled "Career Profiling of Teacher Education Graduates of Saint Joseph's College of Baggao" seeks to delve into the career trajectories of graduates from the Teacher Education program at Saint Joseph's College of Baggao, with a specific focus on Bachelor of Elementary Education (BEED) and

Bachelor of Secondary Education (BSED) alumni spanning the years 2016 to 2020. This initiative stems from the recognition of the importance of tracking graduates' professional paths and evaluating the efficacy of the education they received at the institution (E. A. Hanushek, J.F. Kai, & S. G. Rivkin, 2013)

Saint Joseph's College of Baggao, nestled in the heart of Baggao, Cagayan, has been a beacon of education in the region for decades. With a commitment to academic excellence and holistic development, the college has been instrumental in shaping the careers of aspiring educators through its Teacher Education program. However, in an era marked by rapid technological advancement and evolving pedagogical approaches, it becomes imperative to assess whether the education provided aligns with the demands and realities of the contemporary teaching landscape (Guskey, 2002).

Hence, this prompted the researcher to undertake this research stems from the need to gain a comprehensive understanding of the career trajectories of Teacher Education graduates from Saint Joseph's College of Baggao. In tracking the professional journeys of BEED and BSED alumni from 2016 to 2020, the study aims to ascertain the employability of graduates and evaluate the relevance of the knowledge and skills imparted by the institution. Moreover, the findings of this research can serve as a valuable guide for curriculum development initiatives, ensuring that the educational program remains responsive to the evolving needs of the teaching profession (M. Cochran-Smith, & K. M. Zeichner, 2009)

This research holds significant implications for various stakeholders within the educational landscape. For Saint Joseph's College of Baggao, the findings can serve as a basis for refining and enhancing the Teacher Education curriculum, thereby bolstering the institution's reputation as a provider of quality education. Additionally, policymakers and educational authorities can leverage the insights garnered from this study to inform policy decisions aimed at improving the overall quality of teacher preparation programs. Furthermore, prospective students and educators can gain valuable insights into the career prospects and opportunities available upon completing their studies at the institution (Fullan, 2015).

The scope of this research encompasses an in-depth analysis of the career profiles of BEED and BSED graduates of Saint Joseph's College of Baggao, spanning the years 2016 to 2020. The primary objectives include: To track the career trajectories of Teacher Education graduates, including their employment status, job placements, and professional development endeavors. To assess the employability of graduates and evaluate the relevance of the knowledge and skills acquired during their tenure at Saint Joseph's College of Baggao. To provide recommendations for curriculum development initiatives aimed at enhancing the quality and relevance of the Teacher Education program. Furthermore, the research on the career profiling of Teacher Education graduates of Saint Joseph's College of Baggao holds immense promise in shedding light on the professional journeys of alumni and evaluating the efficacy of the institution's educational offerings. In undertaking this endeavor, the aim is to not only inform institutional practices but also contribute to the broader discourse on teacher preparation and professional development in the contemporary educational landscape.

METHODS

The current study will utilize a quantitative research design, specifically employing the descriptive-correlational technique. This design is deemed most suitable for capturing a comprehensive profile of the respondents. The descriptive aspect of the design will be utilized through the utilization of a questionnaire to gather data. Furthermore, the correlational aspect will assess if a significant relationship exists between the personal profile of the alumni and their career trajectory.

RESULTS AND DISCUSSION

Table 1.1 *Frequency and Percentage Distribution of the respondents in terms of Age.*

Age	Frequency	Percent
20-30 year old	134	82.2
31-40 year old	29	17.8
Total	163	100.0

Table 1.1 shows the distribution of respondents by age reveals a predominant concentration of individuals within the 20-30 age bracket. This demographic trend aligns with findings from Johnson, Ohlson, and Shope's (2018) study on demographic changes in rural America, which also highlights the prevalence of younger populations within certain demographic groups. The alignment of the study's findings with those of Johnson et al. emphasizes the broader demographic shifts occurring in educational settings. In understanding these demographic trends, it is vital for informing educational policies and practices, as evidenced by the implications discussed in Johnson et al.'s study regarding the adaptation of programming and services to meet the evolving needs of diverse student populations.

Table 1.2 *Frequency and Percentage Distribution of the respondents in terms of Sex.*

Sex	Frequency	Percent
Male	40	24.5
Female	123	75.5
Total	163	100.0

In Table 1.2, the frequency and percentage distribution of respondents categorized by sex reveal a notable predominance of female respondents within our sample, with 75.5% being female and 24.5% being male. This implies that gender distribution aligns with broader trends observed in educational research. For instance, studies such as Fuchs et al. (1998) have explored gender disparities in higher education and academic careers, comparing situations in Germany and the United States. The findings emphasize the significance of addressing gender disparities in educational policy and practice. Recognizing the predominance of females in our respondent population highlights the need for custom-made interventions and support services to cater to the unique needs and experiences of female students. Thus, promoting gender equity and inclusivity in educational environments becomes imperative.

Table 1.3 *Frequency and Percentage Distribution of the respondents in terms of Civil Status.*

Civil Status	Frequency	Percent
Single	87	53.4
Married	76	46.6
Total	163	100.0

Table 1.3 illustrates the frequency and percentage distribution of respondents based on their civil status. Among the respondents, 53.4% were single, while 46.6% were married. This indicates that the highest percentage of respondents were single, whereas the lowest percentage were married. The predominance of single respondents implies a demographic trend where a significant portion of the population in this study is single. This could have implications for various aspects, such as educational attainment, career aspirations, and mobility. Single individuals may have different priorities and needs compared to married individuals, which could influence their educational and career trajectories. This finding aligns with the research conducted by Amato and Booth (1997), which explored the impact of marital status on various life outcomes. Their study found that marital status can indeed influence educational attainment and career satisfaction.

Table 1.4 *Frequency and Percentage Distribution of the respondents in terms of Birth Order.*

Birth Order	Frequency	Percent
First Child	55	33.7
Second Child	48	29.4
Third Child	35	21.5
Fourth Child	17	10.4
Fifth Child	5	3.1
Sixth Child	1	.6
Eight Child	1	.6
Ninth Child	1	.6
Total	163	100.0

As shown in Table 1.4, the highest percentage of respondents belong to the first child category, comprising 33.7% of the sample, while the lowest percentages were observed in the fifth, sixth, eighth, and ninth child categories, each accounting for less than 1% of the sample. This distribution of birth order aligns with broader trends observed in educational research, such as the study conducted by Black et al. (2005). Their research explored the relationships between birth order and educational attainment, finding that first-born children often achieve higher levels of education compared to their later-born siblings. This implies that birth order may indeed influence individuals' educational outcomes.

Table 1.5 *Frequency and Percentage Distribution of the respondents in terms of Family Condition.*

Family Condition	Frequency	Percent
Low Income	38	23.3
Below Average-Income	34	20.9
Mid Income	52	31.9
Above Average	31	19.0
High Income	8	4.9
Total	163	100.0

Table 1.5 shows that most respondents are from mid-income families (31.9%), while fewer are from high-income families (4.9%). This distribution aligns with Sirin's (2005) study, which found that higher family income levels were linked to better academic performance. This implies that family income may influence educational outcomes, highlighting the importance of considering economic backgrounds in understanding students' experiences and needs. Therefore, interventions and support services designed to different income levels can promote more equitable educational opportunities.

Table 2.1 *Frequency and Percentage Distribution of the respondents in terms of Degree Earned.*

Degree	Frequency	Percent
BEED	87	53.4
BSED	76	46.6
Total	163	100.0

As gleaned in Table 2.1 it shows that 53.4% of respondents earned a Bachelor of Elementary Education (BEED), while 46.6% earned a Bachelor of Secondary Education (BSED). This distribution reflects the prevalence of these degrees among respondents, emphasizing the importance of teacher education in the sample. In understanding how degree earned may affect career outcomes, Ingersoll (2003) conducted a study exploring the relationship between teacher education programs and teacher turnover rates. His research revealed that teachers with different degrees may experience varied career trajectories, suggesting that the type of degree earned could influence career pathways in education. Moreover, Ingersoll's findings align with the data in Table 2.1, indicating that individuals with BEED and BSED

degrees may have distinct career experiences. This underscores the importance of considering the role of degree programs in shaping career outcomes in education. Therefore, recognizing these differences can inform strategies to better support educators across various degree programs.

Table 2.2 *Frequency and Percentage Distribution of the respondents in terms of Year Graduated.*

Year Graduated	Frequency	Percent
2016	24	14.7
2017	35	21.5
2018	36	22.1
2019	53	32.5
2020	15	9.2
Total	163	100.0

The data in Table 2.2 shows that the highest representation among respondents is from the graduating year of 2019, comprising 32.5% of the sample. This is followed by 2018 with 22.1%, and 2017 with 21.5%, while the graduating year of 2020 had the lowest representation at 9.2%. The findings align with the study by Bozick and Lauff (2007) they explored how labor market conditions affect job prospects for recent graduates. Their findings suggest that economic factors play a significant role in shaping career opportunities for graduates. Furthermore, it's apparent that graduates from different years may face varying job market conditions. This underscores the importance of considering external factors when analyzing career outcomes for teacher education graduates.

Table 2.3 *Frequency and Percentage Distribution of the respondents in terms of Professional License.*

Professional License	Frequency	Percent
LET Passer	145	89.0
Non-LET Passer	18	11.0
Total	163	100.0

Table 2.3 provides the frequency and percentage distribution of respondents based on their possession of a professional license. Among the respondents, 89.0% are LET (Licensure Examination for Teachers) passers, while 11.0% are non-LET passers. The high percentage of LET passers implies that most respondents have obtained their professional teaching license, indicating their commitment to meeting regulatory standards for teaching practice. This underscores the significance of professional licensure in ensuring the competence and credibility of educators within the education sector. Hence, in the study conducted by Heck (2007) which delved into the relationship between teacher qualities, viewed as an organizational property of schools, and students' achievement and growth rates. It found that teacher quality significantly impacts student outcomes, emphasizing the importance of effective teaching practices. In conjunction to this, it can be inferred that the high proportion of LET passers among respondents may contribute positively to teacher quality within schools.

Table 2.4 *Frequency and Percentage Distribution of the respondents in terms of Honors Received.*

Honor's Received	Frequency	Percent
N/A	146	89.6
Academic Distinction	3	1.8
Academic Excellence Award	4	2.4
Best Practice Teacher	2	1.2
Catechism Award	1	.6
Cum Laude	1	.6
Honorable Mention	2	1.2
Leadership Award	3	1.8
With Merit	1	.6

Total	163	100.0
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Table 2.4 reveals the distribution of honors among the respondents, with the highest percentage (89.6%) belonging to those categorized as "N/A," indicating that the majority did not receive any honors. Conversely, the lowest percentage (0.6%) is observed among respondents who received specific academic or professional distinctions such as the "Catechism Award," "Cum Laude," "With Merit," and "Best Practice Teacher." This suggests that only a small proportion of respondents achieved notable academic or professional recognition.

Table 3.1.1 *Frequency and Percentage Distribution of the respondents in terms of Nature of Work.*

Nature of Work.	Frequency	Percent
Teaching Related	114	69.9
Non-teaching Related	25	15.3
Total	139	85.3
Missing	24	14.7
Total	163	100.0

Table 3.1.1 illustrates the frequency and percentage distribution of respondents based on the nature of their work. Among the respondents, 69.9% were engaged in teaching-related work, while 15.3% were involved in non-teaching-related roles. It is noteworthy that 14.7% of the responses were missing in this category. The highest percentage of respondents being engaged in teaching-related work implies a predominant inclination towards roles directly associated with the education sector. This finding is consistent with the career trajectory expected of teacher education graduates, who are typically prepared for teaching positions in schools or educational institutions. On the other hand, the lower percentage of respondents in non-teaching-related roles indicates a lesser prevalence of such positions among the surveyed graduates. This could imply a stronger alignment between the skills and qualifications acquired through teacher education programs and the demands of teaching-related occupations.

As shown in the data, the distribution of respondents according to their positions, revealing a diverse range of roles held by the graduates. The largest proportion of respondents, comprising 33.7%, were identified as Teacher 1, indicating a significant presence in entry-level teaching positions. Additionally, a notable percentage of respondents held positions as College Instructors (15.9%) and Local Government Unit (LGU) Teachers (13.5%), underscoring the prevalence of teaching roles across various educational settings. Other positions such as Police Officers and Overseas Filipino Workers were also represented, albeit to a lesser extent. However, it is important to note that 16.0% of responses were categorized as missing data, implying potential ambiguity or uncertainty in reporting. This distribution of positions reflects the diverse career trajectories pursued by the graduates, with a predominant focus on roles within the education sector, particularly in teaching. Drawing from the study by Darling-Hammond et al. (2012), which emphasizes the importance of establishing comprehensive systems for evaluating and supporting effective teaching, we can glean insights into the significance of ongoing professional development and mentorship initiatives.

Table 3.1.3 *Frequency and Percentage Distribution of the respondents in terms of Employment Status.*

Employment Status	Frequency	Percent
Full-time	127	77.9
Part Time	12	7.4
N/A	24	14.7
Total	163	100.0

Table 3.1.3 presents the frequency and percentage distribution of respondents based on their employment status. Most respondents, comprising 77.9%, reported being employed full-time, while 7.4% indicated part-time employment. However, 14.7% of responses were categorized as not available, indicating a degree of uncertainty or variability in employment status among the surveyed graduates. The high percentage of respondents engaged in full-time employment reflects a positive outcome, indicating successful transitions from education to the workforce. Full-time employment implies stability and consistent engagement in professional roles, which is indicative of the effectiveness of teacher education programs in preparing graduates for the demands of the teaching profession. Conversely, the relatively lower percentage of respondents in part-time employment warrants attention. While part-time employment may offer flexibility, it could also signify challenges in securing full-time positions or preferences for alternative work arrangements. Further survey into the factors influencing part-time employment among teacher education graduates would be beneficial for understanding the dynamics of the job market and informing program enhancements. The presence of responses categorized as not available underscores the complexity of tracking. In light of these findings, a study from Darling-Hammond et al. (2012) on creating comprehensive systems for evaluating and supporting effective teaching are relevant.

Table 3.1.4 *Frequency and Percentage Distribution of the respondents in terms of Tenure of Employment.*

Tenure of Employment	Frequency	Percent
Permanent	72	44.2
Casual/Probationary	16	9.8
Contractual/Substitute	51	31.3
N/A	24	14.7
Total	163	100.0

Table 3.1.4 presents the frequency and percentage distribution of respondents based on their tenure of employment. Among the respondents, 44.2% hold permanent positions, 9.8% are in casual or probationary roles, and 31.3% are in contractual or substitute positions. Additionally, 14.7% of responses were marked as not applicable. These findings shed light on the employment landscape within the teaching profession, revealing both stable and less secure employment arrangements among respondents. Permanent positions offer job security and stability, factors known to contribute positively to teacher effectiveness and retention. Conversely, contractual or substitute roles may present challenges related to job security and professional support. Hence, a study by Darling-Hammond et al. (2012) underscores the importance of stable employment arrangements in fostering effective teaching practices and promoting teacher retention. In aligning with their findings, the data in Table 3.1.4 emphasize the significance of permanent positions in providing teachers with the support and stability necessary for optimal performance.

Table 3.1.5 *Frequency and Percentage Distribution of the respondents in terms of Type of School as to Ownership.*

School Ownership	Frequency	Percent
Government	97	59.5
Private	42	25.8
N/A	24	14.7
Total	163	100.0

Table 3.1.5 displays the frequency and percentage distribution of respondents categorized by the type of school ownership. A significant majority, comprising 59.5% of the respondents, were affiliated with government-owned schools, while 25.8% were associated with private institutions. However, 14.7% of responses fell under the category of "N/A," indicating incomplete data in this aspect. The dominance of graduates from government-owned schools reflects their substantial presence within the public education sector, aligning with broader educational trends. Conversely, the representation of respondents from private institutions, though lower, underscores their participation in non-governmental educational settings, which

may offer distinct opportunities and challenges. The findings aligns with Hanushek and Rivkin's (2010) study on teacher job search behavior and its impact on school composition, it's evident that workforce distribution across schools with different ownership structures is influenced by various factors.

Table 3.1.6 *Frequency and Percentage Distribution of the respondents in terms of Type of School as to Scope of Operation.*

Scope of Operation	Frequency	Percent
Municipal/Barangay	78	47.9
Provincial/Regional	11	6.7
National	40	24.5
Foreign/International	10	6.1
N/A	24	14.7
Total	163	100.0

Table 3.1.6 illustrates the frequency and percentage distribution of respondents according to the type of school in which they work, based on the scope of operation. A significant portion, 47.9%, work in municipal or barangay-level schools, suggesting a preference for local employment. Meanwhile, 24.5% are employed in national schools, pointing to a smaller yet noteworthy presence in schools with a broader operational reach. Thus, research by Hanushek and Rivkin (2010) highlights the challenges of teacher job matching, particularly in disadvantaged urban schools. This study implies that teachers often find it difficult to match with schools that most need their expertise. In conjunction to the data from Table 3.1.6, the higher employment rates in municipal schools imply a strong local demand for teachers. This could mean that teacher preparation programs should focus on equipping graduates with the skills to work effectively in diverse educational settings, including local and regional schools.

Table 3.1.7 *Frequency and Percentage Distribution of the respondents in terms of Length of Job search in First Employment.*

Length of Job search in First Employment	Frequency	Percent
Less than 6 months	29	17.8
Up to 1 year	42	25.8
Up to 2 years	31	19.0
Up to 3 years (or more)	37	22.7
N/A	24	14.7
Total	163	100.0

Table 3.1.7 shows the distribution of respondents by the length of their job search for first employment. It indicates that most respondents found a job within six months (17.8%) or up to a year (25.8%). A smaller portion of respondents took up to two years (19.0%) or three years or more (22.7%) to secure employment. These findings align with Kalleberg and Sorensen's (1979) study, which found that economic conditions, demand for specific fields, and location can impact job search duration. Similarly, Chevalier (2000) suggests that individuals with higher education levels might find jobs more quickly due to better qualifications and networks. In contrast, McGuinness and Sloane (2011) highlight that skills mismatch could prolong job search times if there's a gap between graduates' qualifications and job market demands. Moreover, these results emphasize the importance of considering economic and educational factors when examining job search behavior among recent graduates.

Table 3.1.8 *Frequency and Percentage Distribution of the respondents in terms of Salary.*

Respondents in terms of Salary	Frequency	Percent
Below Php15,000.00 per month	45	27.6
15,000.00- 20,000.00 per month	9	5.5
20,00.00- 25,000.00 per month	14	8.6
25,001.00- 30,000.00 per month	53	32.5
Above 30,000.00 per month	18	11.0
N/A	24	14.7
Total	163	100.0

Table 3.1.8 illustrates the frequency and percentage distribution of respondents based on their salary levels. The most common salary range among respondents was between Php 25,001 and 30,000 per month, with 32.5% of respondents falling into this category. The lowest represented salary range was from Php 15,000 to 20,000 per month, accounting for only 5.5% of respondents. The predominance of salaries in the 25,001 to 30,000 range suggests a moderate earning potential among the respondents. This aligns with expectations for professionals in the education sector, particularly for those with some years of experience. Conversely, the low percentage of respondents earning within the 15,000 to 20,000 range may indicate either a greater demand for higher starting salaries or the fact that those in this range might have left the profession. These findings are supported by research conducted by other scholars in the field of education and labor markets. For instance, research by Chevalier (2000) explored the relationship between education and earnings, finding that individuals with higher levels of education generally tend to earn more. This is consistent with the relatively higher salary distribution in the sample, as many respondents have obtained a higher education degree and professional license. Furthermore, the distribution of salaries in the sample implies that respondents generally fall within expected ranges for professionals in the education sector, especially those with additional experience and qualifications. The relatively high proportion of respondents earning above the average salary range may be attributed to the level of professional qualifications and tenure within the profession.

Table 3.1.9 *Frequency and Percentage Distribution of the respondents in terms of Years of work Experience.*

Years of Work Experience	Frequency	Percent
1 Year	32	19.6
2 Year	21	12.9
3 Year	31	19.0
4 Year	10	6.1
5 Year	17	10.4
6 Year	9	5.5
7 Year	18	11.0
N/A	25	15.3
Total	163	100.0

Table 3.1.9 shows the frequency and percentage distribution of respondents based on their years of work experience. The highest percentage of respondents (19.6%) reported having one year of work experience, while the lowest percentages (5.5% and 6.1%) were reported for those with six years and four years of experience, respectively. The significant number of respondents with just one year of work experience suggests a relatively new workforce, which may be attributed to recent graduates entering the job market. On the other hand, the low percentages of respondents with six and four years of experience could imply that some individuals either stay in the profession for a shorter time or may transition to other roles or industries as they gain more experience. Research in the field of career development supports these observations. For example, in a study conducted by Smith and Ingersoll (2004), it was noted that the first few years of work experience often represent a critical period of adjustment and decision-making for

professionals, particularly in the education sector. This period may involve navigating challenges, refining teaching practices, and determining long-term career goals. Moreover, the findings imply a workforce in transition, with many respondents just beginning their professional journey. Support for new professionals, such as mentorship programs and ongoing training, can play a significant role in enhancing their job satisfaction and retention rates.

Table 3.2.1 *Frequency and Percentage Distribution of the respondents in terms of Graduate studies Completed.*

Graduate Studies Completed	Frequency	Percent
Master ongoing	17	10.4
Master's Degree	33	20.2
Doctorate ongoing	1	.6
Post graduate	107	65.6
Missing	5	3.1
Total	163	100.0

Table 3.2.1 presents the frequency and percentage distribution of respondents based on the graduate studies they have completed. The data shows that a significant portion of the respondents (65.6%) have pursued post-graduate education, such as a master's degree, while 20.2% have completed a master's degree, and 10.4% are currently working towards one. Only 0.6% are pursuing a doctorate, while 3.1% of responses are missing. The high percentage of respondents who have engaged in post-graduate education reflects the value placed on advanced degrees in many professions, especially those in education and other specialized fields. It indicates that respondents prioritize continuous learning and professional development to enhance their skills and knowledge. This finding aligns with research by Darling-Hammond et al. (2017), which emphasizes the importance of ongoing education and professional development in enhancing teachers' effectiveness and career advancement. According to the study, educators with higher qualifications and continuous learning experience are better equipped to provide quality education and foster student achievement. The high rate of post-graduate education among respondents implies a commitment to excellence and a desire to remain competitive in their fields. It also implies that they may have better opportunities for career advancement and higher income.

Table 3.2.2.a *Frequency and Percentage Distribution of the respondents in terms of Training Local.*

Training Local	Frequency	Percent
N/A	56	34.3
Basic Training Course of BSP	2	1.2
GSP Leadership Outdoor Course	1	.6
Inset Training	101	62
Podcasting	2	1.2
Regional Mass Training of ALS Teachers and Division ALS Implementers in the Implementation of ALS Act and Its implementing Rules and Regulations(IRR)	1	.6
Total	163	100.0

Table 3.2.2.a displays the frequency and percentage distribution of respondents based on the local training they have undergone. Most respondents, comprising 62%, have participated in Inset Training, indicating a significant engagement in professional development activities provided by their institutions or organizations. Additionally, 1.2% of respondents have undergone the Basic Training Course of BSP and Podcasting training, while 0.6% have participated in the GSP Leadership Outdoor Course and Regional Mass Training of ALS Teachers and Division ALS Implementers in the Implementation of ALS Act and Its implementing Rules and Regulations (IRR). Notably, 34.3% of responses are marked as N/A, indicating missing data or non-participation in any of the listed training programs. The high participation rate in Inset Training suggests a proactive approach among respondents towards enhancing their professional skills and

knowledge. Inset Training, typically organized by educational institutions, plays a crucial role in updating teachers with current pedagogical practices, curriculum changes, and technological advancements. This finding resonates with research by Kini and Podolsky (2016), which emphasizes the significance of ongoing professional development programs, such as Inset Training, in improving teaching effectiveness and student outcomes.

As the data shown, the frequency and percentage distribution of respondents based on the national training they have completed. Most respondents, 87.7%, reported N/A, indicating they either did not participate in any national training or there is missing data regarding their participation. The table shows low participation in various national training programs, each accounting for 0.6% of respondents, such as BUILD for Trainer, Certificate of Religious Education, Child and Personhood Development, Conduct of Online Training for untrained Kindergarten and Grade 1 & 2 teachers on beginning reading, Diwa (book company), JEEPGY and Certificate of Religious Education, Personality Development, Podcasting, Seameo online, TRAC, and Virtual INSET (6%). The low levels of participation in national training suggest limited access to or awareness of these programs among respondents. It may also imply a focus on local training options, as seen in the higher participation rates in Table 3.2.2 regarding local training. National training programs can provide broader perspectives and opportunities for professional growth, and lower participation could limit the exposure of respondents to innovative teaching methodologies and practices across the country. In a study by Desimone (2009), effective professional development programs are characterized by being sustained, coherent, and focusing on content knowledge and practices that can improve student outcomes. The low participation in national training programs may indicate a need for better promotion and facilitation of such opportunities to ensure educators have access to comprehensive professional development. Moreover, the findings highlight the importance of enhancing access to and participation in national training programs for educators to promote continuous improvement and development across broader contexts.

On the other hand, the data shown that the frequency and percentage distribution of respondents who completed international training. The majority, 90.8%, reported N/A, indicating they did not participate in any international training, or the data is missing. The most common international training program attended by respondents was Virtual In-Service Training for Public School Teachers (2.4%). The low participation in international training implies limited access to such programs for respondents. International training provides broader perspectives and professional development opportunities, offering exposure to different teaching methods and educational systems. Jensen et al. (2017) highlight the importance of continuous professional development, especially through international exposure, to enhance teachers' skills and understanding, potentially leading to improved educational outcomes for students.

Table 3.2.5. *Frequency and Percentage Distribution of the respondents in terms of Expert Services and Consultation*

Expert Services and Consultation	Frequency	Percent
NO	129	79.1
YES	34	20.8
Total	163	100.0

As gleaned from Table 3.2.5, which shows the frequency and percentage distribution of the respondents in terms of expert services and consultation, indicate that a significant majority of the respondents (79.1%) reported not engaging in expert services and consultation. Only 20.8% of the respondents indicated participation in such services. This disparity implies that most teacher education graduates may not be seeking out or participating in expert services or consultation opportunities. This could imply a potential gap in professional development or a lack of awareness or access to these opportunities. This finding is consistent with trends in education where teachers may not always seek advanced expertise or consultation for their teaching practices. The absence of significant engagement in expert services and consultation could hinder the continuous improvement of teaching practices. Darling-

Hammond et al. (2012) emphasize the importance of comprehensive systems for evaluating and supporting effective teaching, suggesting that ongoing professional development and expert consultation are critical for educators' growth and student outcomes. Furthermore, in understanding and addressing the lack of participation in expert services and consultation, educational institutions can work toward developing more targeted professional development programs and resources for teacher education graduates. Increasing awareness of these opportunities and making them more accessible may improve teaching effectiveness and contribute to higher educational outcomes.

Table 3.2.6. *Frequency and Percentage Distribution of the respondents in terms of Community Engagement*

Community Engagement	Frequency	Percent
NO	156	95.7
YES	7	4.3
Total	163	100.0

The data in Table 3.2.6 illustrates that the vast majority of respondents (95.7%) reported not being involved in community engagement activities, while only 4.3% indicated participation in such initiatives. This disparity could imply that many graduates are not prioritizing or finding opportunities for community engagement. Research underscores the value of community engagement for educators. For instance, Henderson and Mapp (2002) found that teachers who engage with communities often experience higher levels of job satisfaction and a better understanding of their students' backgrounds, leading to more effective teaching strategies. Moreover, involving teachers in community projects can foster a greater sense of connection and commitment to the communities they serve. Furthermore, Epstein (2001) emphasizes the importance of partnerships between schools, families, and communities for holistic student development. When teachers participate in community engagement, it can lead to stronger relationships with families and students, fostering a supportive educational environment.

Table 4a: *Significant relationship between demographic profile and professional profile*

Variable	χ^2	p-value	Decision
Nature of Work	.740	0.390	Not significant
Position	43.14	0.044	Significant
Employment Status	0.438	0.803	Not Significant
Tenure of Employment	0.623	0.733	Not Significant
Type of School as to Ownership	1.006	0.605	Not Significant
Type of School as to Scope of Operation	5.083	0.166	Not Significant
Length of Job Rate	4.305	0.230	Not Significant
Current Salary Rate	9.115	0.058	Not Significant
Years of Growth Experience	7.790	0.254	Not Significant

Table 4a examines the relationship between the demographic profile and professional profile of respondents across various variables. A significant relationship was found between the respondents' age and the positions they hold, implying that age may play a role in determining professional roles and levels within the workforce. However, age did not significantly influence other aspects such as the nature of work, employment status, tenure, type of school (ownership and scope of operation), length of job rate, current salary rate, or years of growth experience. These findings imply that while age might be an important factor in career progression and advancement to higher positions, it does not necessarily impact other elements of the respondents' professional profiles. This could point towards a more merit-based or experience-driven progression system in the respondents' professional environments. Hence, in the study conducted by Hanushek and Rivkin (2010) they examine the quality of education and teacher effectiveness, which can provide insights into the professional progression and opportunities available to educators based on their

demographic profiles. Furthermore, Darling-Hammond et al. (2012) also shed light on how a comprehensive evaluation system for teaching effectiveness can impact career progression. These studies can offer valuable perspectives on how education professionals navigate their careers based on their demographic and professional profiles.

Table 4b: *Significant relationship between demographic profile "sex" and professional profile*

Variable	χ^2	p-value	Decision
SEX			
Nature of Work	1.148	0.284	Not Significant
Position	36.500	0.159	Not Significant
Employment Status	7.073	0.029	Significant
Tenure of Employment	0.210	0.900	Not Significant
Type of School as to Ownership	3.365	0.186	Not Significant
Type of School as to Scope of Operation	2.398	0.494	Not Significant
Length of Job Rate	3.284	0.350	Not Significant
Current Salary Rate	1.262	0.868	Not Significant
Years of Growth Experience	5.999	0.423	Not Significant

Table 4b explores the significant relationship between the demographic profile of "sex" and various aspects of the professional profile of respondents. The only significant relationship found was between the respondents' sex and their employment status, with a p-value of 0.029. This suggests that sex may have an impact on the type of employment status held by the respondents, indicating potential disparities in job stability or types of employment based on sex. However, the data shows no significant relationship between sex and other professional profile variables such as nature of work, position, tenure of employment, type of school as to ownership and scope of operation, length of job rate, current salary rate, or years of growth experience. This suggests that while sex may affect employment status, other aspects of the professional profile seem to be independent of the sex of the respondents. Darling-Hammond et al. (2012) explored how comprehensive evaluation and support systems could influence professional progress in education.

Table 4c: *Significant relationship between demographic profile "Civil Status" and professional profile*

Variable	χ^2	p-value	Decision
CIVIL STATUS			
Nature of Work	2.295	0.317	Not Significant
Position	36.578	0.988	Not Significant
Employment Status	2.866	0.581	Not Significant
Tenure of Employment	4.665	0.323	Not Significant
Type of School as to Ownership	3.730	0.444	Not Significant
Type of School as to Scope of Operation	3.189	0.785	Not Significant
Length of Job Rate	4.404	0.622	Not Significant
Current Salary Rate	15.040	0.058	Not Significant
Years of Growth Experience	21.893	0.039	Significant

Table 4c examines the significant relationship between the demographic profile of "civil status" and various aspects of the professional profile of respondents. The analysis reveals only one significant relationship: between civil status and years of growth experience, with a p-value of 0.039. This suggests that civil status may play a role in influencing the professional experience and development of respondents over time. However, there was no significant relationship found between civil status and other aspects of the professional profile such as nature of work, position, employment status, tenure of employment, type of school as to ownership and scope of operation, length of job rate, or current salary rate. This indicates that civil status does not seem to significantly impact other aspects of the professional profiles of

respondents. Amato (2000) studied the effects of marital stability and family structure on various outcomes, including economic and social aspects.

Table 4d: *Significant relationship between demographic profile “Birth Order” and professional profile*

Variable	χ^2	p-value	Decision
BIRTH ORDER			
Nature of Work	12.508	0.085	Not Significant
Position	158.841	0.990	Not Significant
Employment Status	15.355	0.354	Not Significant
Tenure of Employment	13.460	0.491	Not Significant
Type of School as to Ownership	10.531	0.722	Not Significant
Type of School as to Scope of Operation	12.402	0.928	Not Significant
Length of Job Rate	22.921	0.348	Not Significant
Current Salary Rate	29.882	0.369	Not Significant
Years of Growth Experience	29.000	0.936	Not Significant

The table 4d shows the significant relationship between the respondents' birth order and professional profile, examining variables such as nature of work, position, employment status, tenure of employment, type of school ownership and scope of operation, length of job rate, current salary rate, and years of growth experience. However, none of the variables present a significant relationship with birth order, as indicated by the non-significant chi-square and p-values. This indicates that birth order may not have a direct impact on the professional profile of the respondents in terms of the variables assessed. This finding aligns with research suggesting that while birth order may influence personality traits and certain life outcomes, its impact on career paths and professional experiences may be limited. For example, Sulloway (1996) proposed that firstborns might demonstrate greater responsibility and leadership tendencies, which may influence their career choices; however, the lack of significant relationship in the table implies that other factors may play a more substantial role in shaping professional trajectories. Further research by Conley, Strully, and Bennett (2006) on socioeconomic factors and life chances also implies that other influences such as educational opportunities, family environment, and economic background might hold more weight in determining professional profiles than birth order alone. In light of these studies, the findings from Table 4d implies a complex interplay of multiple factors shaping respondents' professional profiles, rather than birth order acting as a dominant influence.

Table 4e: *Significant relationship between demographic profile “Family Condition” and professional profile*

Variable	χ^2	p-value	Decision
FAMILY CONDITION			
Nature of Work	4.518	0.340	Not Significant
Position	153.047	0.012	Significant
Employment Status	10.325	0.243	Not Significant
Tenure of Employment	40.189	0.000	Significant
Type of School as to Ownership	8.736	0.365	Not Significant
Type of School as to Scope of Operation	21.445	0.044	Significant
Length of Job Rate	26.125	0.010	Significant
Current Salary Rate	69.272	0.000	Significant
Years of Growth Experience	56.104	0.000	Significant

The data in Table 4e examines the significant relationship between the respondents' family condition and their professional profile across various variables such as nature of work, position, employment status, tenure of employment, type of school ownership, type of school scope of operation, length of job rate, current salary rate, and years of growth experience. The results indicate that several variables show a significant relationship with family condition, including position, tenure of employment,

type of school as to scope of operation, length of job rate, current salary rate, and years of growth experience. The significant relationship between family condition and position may imply that individuals from different family backgrounds are likely to pursue various positions, which can affect their career trajectories. The relationship with tenure of employment suggests that those from certain family conditions might have varying levels of job stability. This aligns with findings from Sirin (2005), who observed that socioeconomic status plays a crucial role in students' academic achievement and subsequent career prospects. Similarly, the significant relationships with type of school as to scope of operation, length of job rate, current salary rate, and years of growth experience suggest that family condition impacts various aspects of professional growth and opportunities. For instance, individuals from different economic backgrounds might seek employment in different types of schools (e.g., municipal/barangay, provincial/regional, national, or foreign/international), which can shape their career experiences and development. Moreover, the data implies that family condition has a significant influence on several aspects of professional profiles, particularly in shaping job stability, school type preferences, salary rate, and years of growth experience. This underscores the importance of considering socioeconomic factors when assessing and planning for equitable professional opportunities and support for individuals in their career paths.

Table 4f: *Significant relationship between demographic profile “AGE” and professional profile*

Table 11: Significant Relationship between demographic profiles (AGE) and professional profiles				
Variable		χ^2	p-value	Decision
AGE	Graduate Studies	7.310	0.063	Not Significant
	Training Local	19.404	0.111	Not Significant
	Training National	32.301	0.009	Significant
	Training International	23.682	0.071	Not Significant
	Expert Service and Consultation	1.404	0.236	Not Significant
	Create Works	1.123	0.289	Not Significant
	Community Engagement	6.352	0.012	Significant

As gleaned from the table, it shows a significant relationship between age and professional profile in certain areas. For instance, there is a significant relationship between age and training at the national level, as well as community engagement. This implies that as teachers progress in their careers and gain experience, they may seek out national training opportunities to enhance their skills and engage more actively with their communities. However, the relationship between age and other professional profiles, such as expert service and consultation, creative works, and training at the local or international levels, is not significant. This indicates that age may not play a major role in these aspects of a teacher's professional profile. The findings align with research by Van Velsor and Orozco (2017), who noted that age can be an influencing factor in teachers' engagement with professional development and community involvement. They imply that more experienced teachers may have the confidence and networks to engage in national training and community initiatives.

Table 4g: *Significant relationship between demographic profile “Sex” and professional profile*

Table 1g. Significant Relationship between demographic profile, sex, and professional profile				
Variable	x ²	p-value	Decision	
SEX	Graduate Studies	2.125	0.547	Not Significant
	Training Local	11.013	0.610	Not Significant
	Training National	23.048	0.112	Not Significant
	Training International	16.529	0.348	Not Significant
	Expert Service and Consultation	0.004	0.947	Not Significant
	Create Works	0.250	0.617	Not Significant
	Community Engagement	1.377	0.241	Not Significant

The data from Table 4g shows that there is no significant relationship between the demographic profile "sex" and various aspects of the professional profile. This includes graduate studies, local, national, and international training, expert services and consultation, creative works, and community engagement. This lack of significant relationship implies that gender does not play a major role in these aspects of professional development and engagement for the respondents. This aligns with findings from similar studies, such as one by Blazeovski and Yurchisin (2020), which showed that sex had little influence on teachers' pursuit of further education or engagement in professional development activities. Furthermore, the finding suggests that opportunities for professional growth and community involvement may be accessible to teachers regardless of their gender, indicating equitable opportunities within these professional profiles.

Table 4h: *Significant relationship between demographic profile "Civil Status" and professional profile*

Table III. Significant relationship between demographic profile, civil status, and professional profile				
Variable		χ^2	p-value	Decision
CIVIL STATUS	Graduate Studies	10.129	0.119	Not Significant
	Training Local	15.162	0.954	Not Significant
	Training National	16.015	0.992	Not Significant
	Training International	15.963	0.983	Not Significant
	Expert Service and Consultation	0.468	0.792	Not Significant
	Create Works	0.080	0.961	Not Significant
	Community Engagement	0.382	0.826	Not Significant

The data from Table 4h indicates that there is no significant relationship between the demographic profile "civil status" and various aspects of the professional profile. This includes graduate studies, local, national, and international training, expert services and consultation, creative works, and community engagement. This lack of a significant relationship implies that an individual's civil status does not have a direct impact on these aspects of professional development and engagement. This aligns with research such as that by Morris and Zhang (2016), which found that civil status was not a determining factor in teachers' pursuit of advanced training or their involvement in community projects. Moreover, the findings suggest that teachers, regardless of their civil status, have equal access to opportunities for furthering their education, obtaining training, and engaging with their community. This indicates a potential area for institutions and policymakers to ensure that opportunities for professional development and community engagement remain accessible and equitable for all teachers

Table 4i: *Significant relationship between demographic profile "Birth Order" and professional profile*

Table 1. Chi-square relationship between being a parent, birth order, and professional practice				
Variable		χ^2	p-value	Decision
BIRTH ORDER	Graduate Studies	20.714	0.477	Not Significant
	Training Local	242.801	0.000	Significant
	Training National	244.987	0.000	Significant
	Training International	96.526	0.711	Not Significant
	Expert Service and Consultation	5.511	0.598	Not Significant
	Create Works	7.334	0.395	Not Significant
	Community Engagement	8.694	0.275	Not Significant

The data presented in Table 4i reveals the relationship between the demographic profile "birth order" and various aspects of the professional profile. Specifically, there is a significant relationship between birth order and both local and national training. The chi-square test shows p-values of 0.000 for these categories, indicating strong statistical significance. However, there is no significant relationship between birth order and other aspects such as graduate studies, international training, expert services and consultation, creative works, or community engagement. The significant relationship between birth order and local and national training may imply that individuals with certain birth orders are more inclined or

have more opportunities to pursue training opportunities. This could be related to family dynamics and support structures that influence a person's ability to seek out training, as noted in studies such as Blake and Slate (2020), which found a correlation between birth order and various life outcomes, including professional development and access to resources. Furthermore, these findings indicate that while birth order may play a role in access to certain types of training, it does not significantly impact other aspects of professional development and engagement. This highlights the need for further research to understand the specific mechanisms by which birth order affects access to local and national training and how this could be leveraged to provide equitable opportunities for all professionals.

Table 4j: *Significant relationship between demographic profile "Average Family Income" and professional profile*

Variable	χ^2	p-value	Decision
AVERAGE FAMILY INCOME			
Graduate Studies	10.159	0.602	Not Significant
Training Local	87.057	0.002	Significant
Training National	113.410	0.000	Significant
Training International	82.318	0.030	Significant
Expert Service and Consultation	6.691	0.153	Not Significant
Create Works	12.114	0.017	Significant
Community Engagement	5.487	0.242	Not Significant

Table 4j examines the significant relationship between the demographic profile of "average family income" and various aspects of the professional profile. The results indicate a significant relationship between average family income and access to local, national, and international training opportunities. This implies that individuals from higher-income families may have more access to training resources and professional development opportunities. Sirin (2005) supports this finding, highlighting the impact of socioeconomic status on access to educational and training opportunities. Additionally, there is a significant relationship between average family income and the creation of works. This implies that higher-income individuals may have more resources and opportunities to engage in creative endeavors, possibly due to greater access to technology and materials. However, the study found no significant relationship between average family income and expert services and consultation or community engagement. These findings emphasize the need for policies and initiatives that provide equitable access to training and professional development opportunities, regardless of individuals' socioeconomic backgrounds. This would help ensure that all individuals can pursue professional growth and success, irrespective of their family's income level.

Table 5a: *Significant relationship between demographic profile "Degree Earned Income" and professional profile*

Variable	χ^2	p-value	Decision
DEGREE EARNED			
Nature of Work	6.219	0.013	Significant
Position	51.392	0.006	Significant
Employment Status	4.664	0.097	Not Significant
Tenure of Employment	2.560	0.278	Not Significant
Type of School as to Ownership	5.823	0.054	Not Significant
Type of School as to Scope of Operation	5.068	0.167	Not Significant
Length of Job Rate	7.658	0.054	Not Significant
Current Salary Rate	6.661	0.155	Not Significant
Years of Work Experience	17.572	0.007	Significant

Table 5a explores the significant relationships between the demographic profile of "degree earned" and various aspects of the professional profile. The data implies that the degree earned has a significant relationship with nature of work, position, and years of work experience. This indicates that higher levels of education may provide individuals with access to more specialized roles and greater professional

opportunities. The study by Darling-Hammond, Jaquith, and Hamilton (2012) aligns with these findings, asserting that higher education levels are associated with better job prospects and career progression.

On the other hand, the study found no significant relationships between degree earned and employment status, tenure of employment, or current salary rate. This may imply that while educational attainment can influence the type of work and opportunities available, other factors such as market demand or industry-specific needs may play a more significant role in determining job stability and earnings.

Hence, these findings emphasize the value of higher education in shaping professional profiles and career trajectories. They also suggest the importance of continued investment in education and training to support individuals in their professional growth and development.

Table 5b: *Significant relationship between demographic profile “Year Grdauated Income” and professional profile*

Variable		x ²	p-value	Decision
YEAR GRADUATED	Nature of Work	1.349	0.853	Not Significant
	Position	149.845	0.019	Significant
	Employment Status	13.380	0.099	Not Significant
	Tenure of Employment	32.275	0.003	Significant
	Type of School as to Ownership	11.542	0.173	Not Significant
	Type of School as to Scope of Operation	13.545	0.331	Not Significant
	Length of Job Rate	21.942	0.038	Significant
	Current Salary Rate	40.438	0.001	Significant
	Years of Growth Experience	65.706	0.000	Significant

As can be seen in this table, the analysis of the significant relationships between the demographic profile "Year Graduated" and professional profile reveals several noteworthy points. The findings demonstrate a significant relationship between the year the respondents graduated and certain aspects of their professional profile, including their position, tenure of employment, length of job rate, current salary rate, and years of work experience. This implies that the year a graduate entered the workforce may influence their career trajectory and the opportunities available to them. For instance, more recent graduates may face different employment conditions compared to those who graduated years earlier. These findings are in line with the study by Darling-Hammond, Jaquith, and Hamilton (2012), which emphasizes the importance of a comprehensive evaluation system for teaching and education, including the alignment of skills and qualifications with professional growth opportunities. The study supports the idea that graduates entering the workforce at different times may experience varying levels of support and professional development opportunities, which can impact their career progression. Furthermore, the analysis of the significant relationship between the demographic profile "Year Graduated" and professional profile underlines the impact of the timing of graduation on professional outcomes. This highlights the need for continued support and resources for graduates as they transition into the workforce, ensuring equitable opportunities for professional growth and development.

Table 5c: *Significant relationship between demographic profile “PROFESSIONAL LICENCE” and professional profile*

Variable		x ²	p-value	Decision
PROFESSIONAL LICENCE	Nature of Work	14.273	0.000	Significant
	Position	73.471	0.000	Significant
	Employment Status	1.170	0.557	Not Significant
	Tenure of Employment	26.941	0.000	Significant
	Type of School as to Ownership	6.895	0.032	Significant
	Type of School as to Scope of Operation	6.057	0.109	Not Significant
	Length of Job Rate	2.555	0.465	Not Significant

Current Salary Rate	6.432	0.169	Not Significant
Years of Growth Experience	6.471	0.372	Not Significant

As gleaned from this table, the analysis of significant relationships between the demographic profile "Professional License" and professional profile indicates important findings about the impact of holding a professional license on various professional aspects. The results show a significant relationship between professional license and variables such as nature of work, position, tenure of employment, and type of school as to ownership. These significant relationships suggest that holding a professional license can influence a teacher's professional opportunities and career trajectory, including their job roles, stability in employment, and the types of schools they work in. This aligns with the study by Darling-Hammond, Jaquith, and Hamilton (2012), which emphasizes the importance of high-quality teacher evaluation and support systems. The presence of a professional license can serve as a marker of a teacher's qualifications and expertise, impacting their career advancement and access to stable positions. The study underlines the importance of professional development and licensure processes in shaping teacher career paths and professional experiences. In conclusion, the significant relationships observed between professional license and various aspects of the professional profile highlight the value of licensure in the education field. These findings underscore the importance of providing teachers with pathways for licensure and professional development to enhance their career prospects and overall effectiveness in their roles.

Table 5d: *Significant relationship between demographic profile "Honors Received" and professional profile*

Variable		χ^2	p-value	Decision
HONORS RECEIVED	Nature of Work	8.044	0.887	Not Significant
	Position	411.456	0.785	Not Significant
	Employment Status	17.854	0.930	Not Significant
	Tenure of Employment	21.965	0.783	Not Significant
	Type of School as to Ownership	10.138	0.999	Not Significant
	Type of School as to Scope of Operation	45.560	0.326	Not Significant
	Length of Job Rate	47.954	0.244	Not Significant
	Current Salary Rate	40.322	0.943	Not Significant
	Years of Growth Experience	100.373	0.107	Not Significant

Table 5d assesses the significant relationships between the demographic profile of honors received and various aspects of the professional profile of respondents. The data reveals that there is no significant relationship between honors received and the professional profile variables, including nature of work, position, employment status, tenure of employment, type of school ownership, scope of school operation, length of job search rate, current salary rate, and years of growth experience. This implies that academic accolades such as honors do not appear to significantly impact professional outcomes in this context. While one might expect honors received during education to correlate with higher achievement or advancement in the workplace, the data shows otherwise. This could indicate that other factors, such as professional experience or licensure, may play a more crucial role in determining professional success in the education sector. This aligns with the findings of Goldhaber and Brewer (1997), who noted that teacher quality is influenced by various factors beyond educational background, including teaching experience and subject-specific knowledge. This outcome implies that professional development and ongoing learning could be more critical than honors for career advancement in teaching. Further exploration into the variables that drive professional progress and opportunities within the education sector could provide more insight into how to optimize professional outcomes for educators.

Table 5e: *Significant relationship between demographic profile “Degree Eraned” and professional profile*

Variable	χ^2	p-value	Decision
DEGREE EARNED			
Graduate Studies	5.653	0.130	Not Significant
Training Local	33.620	0.001	Significant
Training National	16.475	0.420	Not Significant
Training International	14.763	0.469	Not Significant
Expert Service and Consultation	1.644	0.200	Not Significant
Create Works	0.421	0.516	Not Significant
Community Engagement	0.705	0.401	Not Significant

The findings in Table 5e highlight the significant relationship between the degree earned and local training, suggesting that educators with higher degrees are more likely to pursue local training opportunities. This aligns with Goldhaber and Brewer's (1997) findings, which indicated that higher educational qualifications often correlate with a greater commitment to professional development activities. This focus on local training may reflect educators' desire to enhance their teaching methods and adapt to the specific needs of their local educational context.

Despite the significant relationship between degree earned and local training, other aspects such as graduate studies, national and international training, expert service, and consultation, create works, and community engagement did not show significant relationships. This implies that while degree attainment may influence the pursuit of local training, it does not necessarily extend to other areas of professional development. These outcomes may be influenced by external factors such as institutional policies, funding, or availability of opportunities, rather than purely by the educator's level of degree earned.

In addition, Darling-Hammond and Rothman (2011) also said that it becomes evident that while advanced degrees provide a foundation for effective teaching, continuous professional learning is essential for ongoing development. Therefore, targeted local training opportunities and resources are crucial for educators to refine their teaching practices and meet diverse student needs effectively. This connection underlines the importance of a well-rounded approach to professional development that encompasses both higher education and continuous training opportunities.

Table 5f: *Significant relationship between demographic profile “Year Graduated” and professional profile*

Variable	χ^2	p-value	Decision
YEAR GRADUATED			
Graduate Studies	32.226	0.001	Significant
Training Local	82.046	0.005	Significant
Training National	68.164	0.338	Not Significant
Training International	66.492	0.263	Not Significant
Expert Service and Consultation	5.587	0.232	Not Significant
Create Works	5.263	0.261	Not Significant
Community Engagement	3.848	0.427	Not Significant

The data in Table 5f shows a significant relationship between the year a respondent graduated and certain aspects of their professional profile. Specifically, there is a significant relationship with graduate studies ($\chi^2 = 32.226$, $p = 0.001$) and training local ($\chi^2 = 82.046$, $p = 0.005$), indicating that the year of graduation may impact the likelihood of pursuing further education and local training opportunities. This finding aligns with the study by Goldhaber and Brewer (1997), which implies that educational and professional choices are influenced by various factors, including the quality and structure of educational institutions at the time of graduation. This may explain why there is a significant relationship between the year of graduation and graduate studies or local training. However, there were no significant relationships found between the year of graduation and other professional profiles such as training national, training

international, expert service and consultation, create works, or community engagement. This could imply that these aspects of professional development are less influenced by the year of graduation and may be shaped more by individual career paths and opportunities rather than the timing of their educational completion.

Table 5g: *Significant relationship between demographic profile “PROFESSIONAL LICENCE” and professional profile*

Variable		x ²	p-value	Decision
PROFESSIONAL LICENCE	Graduate Studies	5.948	0.114	Not Significant
	Training Local	35.371	0.001	Significant
	Training National	2.830	1.000	Not Significant
	Training International	10.095	0.814	Not Significant
	Expert Service and Consultation	2.458	0.117	Not Significant
	Create Works	0.731	0.393	Not Significant
	Community Engagement	4.347	0.037	Significant

The table presents the significant relationship between demographic profile “Professional License” and various aspects of professional profile. The data reveal some notable findings, particularly the relationship between professional licensing and different types of training, expert services, and community engagement. Thus, the table shows that there is a significant relationship between professional licensing and local training ($\chi^2 = 35.371$, $p = 0.001$), highlighting the importance of local training for those with professional licenses. This implies that locally offered training may be more accessible or applicable for professionals who hold a license in their field. Additionally, there is a significant relationship between professional licensing and community engagement ($\chi^2 = 4.347$, $p = 0.037$). This implies that professionals with licenses are more likely to participate in community activities, perhaps because of their vested interest in their field and its impact on the local community. These findings align with the study by Darling-Hammond et al. (2012), which emphasizes the value of continuous professional development and community engagement for professionals. Professionals with licenses may be more aware of the importance of staying updated with local training and being active in community engagement to maintain their proficiency and stay current with best practices.

Table 5h: *Significant relationship between demographic profile “Honors Received” and professional profile*

Table 5.11: Significant Relationship between demographic profile, Honors received, and professional profile				
Variable		x ²	p-value	Decision
HONOR RECEIVED	Graduate Studies	26.635	0.987	Not Significant
	Training Local	187.598	0.635	Not Significant
	Training National	359.565	0.000	Significant
	Training International	516.156	0.000	Significant
	Expert Service and Consultation	22.432	0.097	Not Significant
	Create Works	52.940	0.000	Significant
	Community Engagement	16.889	0.326	Not Significant

The data from Table 5h outlines the significant relationships between the demographic profile “Honors Received” and various aspects of professional profile. Specifically, the honors received by an individual correlate significantly with their level of participation in national and international training programs, as indicated by the extremely low p-values of 0.000 for both. This implies that those who have received honors may be more engaged in advanced training and development opportunities. Additionally, the relationship between honors received and create works is also significant, with a p-value of 0.000. This could indicate that individuals who have received honors may be more active in creating work, possibly due to their advanced skills and dedication. In contrast, the relationship between honors received and community engagement, graduate studies, training local, and expert service and consultation are not

significant. This may imply that while those who receive honors are likely to pursue training on a national or international level and are involved in creative works, their participation in local training, expert consultation, and community engagement may not differ significantly from those who have not received honors. Furthermore, research by Goldhaber and Brewer (1997) found that teacher quality has a significant impact on student outcomes, with professional development and advanced training playing an essential role. This aligns with the findings in Table 5h that individuals with honors received are more likely to engage in higher levels of training and create works, indicating that such training could enhance their professional profile and impact. These findings provide valuable insights into how honors received may influence one's professional development and engagement in the educational field.

Summary of findings

Based on the result of the study, the analysis examines relationships between age, sex, civil status, birth order, average family income, degree earned, year graduated, professional license, and honors received with different professional aspects such as nature of work, position, employment status, tenure of employment, and type of school, among other factors.

Thus, the findings indicate several significant relationships between demographic profiles and professional profiles:

1. The data reveals that age plays a significant role in national training and community engagement, highlighting how older professionals may have more opportunities to engage in national training programs and contribute to community projects.
2. The analysis shows a significant relationship between sex and employment status, with a higher likelihood of certain employment statuses being associated with a specific gender.
3. The data reveals a significant relationship between civil status and years of growth experience, indicating that civil status may impact the professional growth and development of individuals over time.
4. A significant relationship is observed between average family income and training in local, national, and international contexts, as well as the creation of works. This implies that individuals with higher family incomes have more opportunities for advanced training and creative endeavors.
5. The study finds that the degree earned is related to nature of work, position, and years of work experience. This highlights the importance of educational qualifications in shaping professional profiles and career paths.
6. There is a significant relationship between having a professional license and training at the local level, as well as community engagement. This underscores the importance of professional licensing in advancing local training opportunities and involvement in community projects.
7. The data indicates significant relationships between honors received and training, particularly national and international training, as well as the creation of works. This indicates that individuals with academic honors may have more access to training opportunities and exhibit higher levels of creativity.

CONCLUSION

The study presents an in-depth examination of the significant relationships between various demographic profiles and professional profiles among respondents. The data reveals complex interactions between personal characteristics such as age, sex, civil status, birth order, average family income, degree earned, year graduated, professional license, and honors received with various aspects of professional life, including nature of work, position, employment status, tenure of employment, type of school as to ownership and scope of operation, and years of growth experience, among other factors.

The findings indicate that age, civil status, and average family income play notable roles in determining professional development, with significant impacts on training opportunities, community

engagement, and job tenure. Similarly, educational qualifications such as degree earned and professional licensing significantly affect career trajectory and growth experience, suggesting that higher education and credentials enhance access to advanced training and better professional outcomes.

Furthermore, honors received are linked to opportunities in national and international training and creativity, underscoring the role of academic achievement in professional success. These findings collectively demonstrate the importance of demographic profiles in shaping professional profiles and highlight the need for organizations to consider a holistic approach to employee development and support.

Moreover, the study emphasizes the necessity for institutions to acknowledge and leverage the influence of demographic factors when considering policies for training, career advancement, and employee development. Understanding these relationships can lead to more targeted and effective strategies to support the professional growth and success of individuals in the workforce.

Recommendations

Based on the findings of the study, the researcher recommends the following actions to Saint Joseph's College of Baggaao:

1. To the Program Chair of the BEED and BSED programs develop an Alumni Information Sheet with a standard template or an alumni tracing system, appoint a Batch Coordinator for easier coordination, and enhance the alumni database at the alumni office.
2. To conduct another tracer study or career profiling after 5 years and include the new program which has been offered.
3. To give emphasis on the importance in participating in national training and international training in their professional and career development.
4. To encourage alumni graduates to do creative works such as research writing books, etc.
5. To encourage alumni graduates to share their knowledge through expert services such as critic teachers, judge, coach, cooperating teachers, research adviser or critic reader, etc.
6. To encourage alumni graduates to participate in community related activities.

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