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Examining the Professional Profile and Employment Status of Teacher Education Graduates from 2010-2015

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	Abstract
<p>Article History</p> <p>Article Submission 2 January 2023</p> <p>Revised Submission 9 February 2023</p> <p>Article Accepted 11 April 2023</p>	<p>The completion or graduation from an academic degree is not the end of an academic program. One of the most important things that educational institutions prioritize is the tracking of successes, progress, and even failures of a program's graduates. This study is rooted in the aim of delving deep into the current employment status of the graduates of the Teacher Education program in Aklan State University - New Washington campus. Specifically, it aimed to collect information about the student's professional profile and current employment status and test the variables to identify any relationship between them. A descriptive survey design was used to attain the goals of this research. Findings revealed that the professional profile of students has an influence on their current employment status. More specifically, the year of graduation, individual's eligibility status, level of educational attainment, and attended relevant seminars and training were all found to be contributory to the remuneration currently earned by the graduates of the program. With this, teacher education institutions in the Philippines must intensify instructional quality and curriculum innovations to be at par with international standards and make the graduates employable. It is recommended that the teacher training universities must focus on producing holistic graduates who are prepared in terms of knowledge, skills, and the attitude needed to thrive in the 21st-century education system.</p> <p>Keywords: Education Graduates; Employment Status; Professional Profile; Program Evaluation; Teacher Education Program</p>

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Introduction

Teacher Education institutions primarily aim to produce skilled and qualified graduates who are both locally and internationally. Tracer studies on graduates may appropriately provide valuable information in evaluating the results of the education and training of a specific institution of higher education.

Labor and employment were severely affected by the world economic crisis in 1997 and 2008 (Soleymani & Yip, 2020). Jobs and skills are mismatched because of limited employment opportunities and insufficient educational preparation. Hence, the problem of unemployment is even compounded.

The Philippine Teachers Professionalization Act of 1994 declares that the State recognizes that educators and teachers play an important role in nation-building and development (Republic Act 7836). This is through producing graduates who are responsible and literate professionals and citizens. Because of this, teacher education programs are given high importance by government planners and agencies.

The Aklan State University - College of Fisheries and Marine Sciences Teacher Education Program is committed to producing globally competent professional leaders with wholesome values and attitudes to contribute to uplifting the quality of education in our country. A study conducted by Aquino and others (2015) on the graduate Teacher Education programs in One State University at Batangas, City covering graduates from 2010 to 2014, revealed that teaching is a rewarding and challenging profession.

Despite this esteem that teachers are given, there are still problems and concerns that surround the employment and availability of teachers in various countries. A study conducted by the Committee of Teacher Education Policy (COTEP) revealed that teachers for school subjects like Biblical studies are oversupplied, while teachers for subjects like science and mathematics are under-supplied. The findings of the said tracer study confirm that the need for secondary-level teachers is higher. The results revealed that teachers secure jobs regardless of their specialties. In addition, the same study reported that over 50% of the graduates do not actually teach subjects in their areas of specialization. More specifically, the audit found that there is a significant shortage of teachers for subjects such as science and mathematics. It was also noted that these findings are similar to the results of a study on physical science teachers in schools in KwaZulu-Natal.

This literature and researches lead to an implication that this may also be true in other settings. This tracer study was conducted in order to determine whether the graduates of Teacher Education programs at Aklan State University experience the same challenges while searching for employment opportunities.

The study aimed to determine the professional profile and the employment status of the graduates of the Teacher Education Department at Aklan State University - College of Fisheries and Marine Sciences, New Washington, Aklan during the academic years 2010-2015.

Specifically, it aimed to answer the following research questions:

1. What is the professional profile of the respondents in terms of year graduated, eligibility, highest educational attainment, and relevant seminars/training attended?
2. What is the present employment status of graduates in terms of nature of employment, type of job, work experience, length of time spent in searching for a job, and monthly salary?
3. Is there a significant relationship between the professional profile and the present employment status of the respondents?

Figure 1 presents the relationship between the variables of this study.

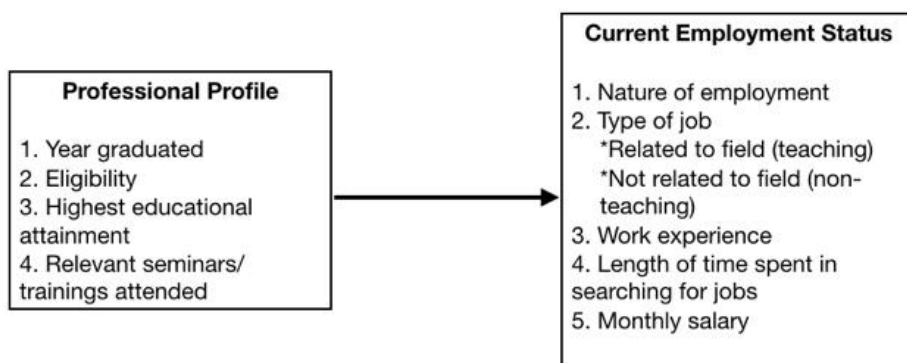


Figure 1. The relationship between professional profile and the current employment status of the graduates.

The findings of this research hope to benefit university officials, faculty members, guidance coordinators, parents and students, future researchers, and relevant government agencies by providing research-based information that could assist and help in evaluation, reviewing, and enhancing the Teacher Education program offered by the university.

Literature Review

This research is rooted in the ultimate goal of discovering the trends in the employment status or situation of the graduates of the university's teacher education program. Relevant literature and was reviewed in order to support the objectives and the surrounding concepts that surround this research topic.

Educational attainment and employment

One of the various ideas that this research is rooted in is the research-proven relationship between a graduate's educational attainment to his/her employment status. In 2015, Aquino and others conducted a tracer study on the Teacher Education graduates of a state university in Batangas City, Philippines. This study involved graduates from 2010 to 2014, aiming to trace the present employment situation of the graduates. The study reported the following findings: (1) a greater number of Bachelor of Secondary Education (BSED) graduates than the Bachelor of Elementary Education graduates; (2) the majority of the graduates successfully passed the Licensure Examination for Teachers (LET); (3) majority of the LET passers is employed in government schools at the time of the study, (4) the graduates' current employment are related to education; (5) most graduates choose to stay in their current jobs due to economic factors and skills development opportunities. This is incongruent with the report released by the Organisation for Economic Co-operation and Development (OECD) in 2015 which revealed that high levels of education equate to favorable employment conditions. Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that individuals who have completed relatively higher educational attainments proceeds to secure good employment (UNESCO, 2013).

These findings relate to one of the major objectives of this research: to determine whether there is a significant relationship between the graduates' professional profile (e.g. educational attainment) to their current employment situation or status.

This tracer study utilized a survey research design to achieve the study objectives and is similar to previous research tackling the same topic or subject. A study conducted by Schudde and others (2019) reveals that educational attainment, indeed, predicts employment outcomes and the conditions of a "good" job or employment. The study highlighted the impact of earning an education on employment outcomes and/or compensation received by individuals. Furthermore, the researchers compared the employment situations of students with different educational profiles (i.e. those who completed a 4-year degree and those who did not) (Schudde, et. al., 2019). This result supports the general assumption that individuals who have good educational

backgrounds secure better employment opportunities or access jobs more easily, especially those who have been trained in a technology-suffused learning environment (Nabayra, 2020; 2022; 2023) in this increasingly digital world compared to those who do not have proper education.

Professional profile and employment

Another goal of this paper was to identify relationships, if any, between and among the various variables studied in this research namely: (1) professional profile: year graduated, eligibility, highest educational attainment, relevant seminars/training attended; and (2) current employment status: nature of employment, type of job, work experience, length of time spent searching for jobs, and the monthly salary received by the graduates.

Doragawa (2011) assessed the impact of attaining higher educational attainment on the productivity of a worker and his/her salary. The study revealed that higher education indeed affects the amount of salary or wages an individual receives. Likewise, Teichler (2015) asserts that the level of education attained, and the professional competencies acquired by an individual predict the remuneration possibilities and social recognitions an individual experiences.

A tracer study conducted in 2021 reveals information about the employment status, employability, and competencies possessed and demonstrated by Bachelor of Secondary Education graduates. The paper reported that the competencies taught to students should be prioritized as this provides them an advantage over competitors in the job-hunting world, and raises their level of employability (Caingcoy, et al., 2021).

Moreover, this research looks into how skills and competencies attained by the graduates impact several employment factors like the ease in securing a job or employment, suitability of employment (i.e. underemployment or mismatch of degree and job), and remuneration or wage conditions.

Although most research agrees that education implies better employment opportunities, some are not necessarily consistent with these findings. In 2018, Kampelmann and others examined the influence of education on the productivity of individuals and their wages. However, the results of the study reveal that an individual's education does not necessarily equate to the extent of salary levels. Instead, it has a stronger relationship to productivity in the workplace.

This research presents an up-to-date set of data about the relationship between the professional profile of the graduates of the Teacher Education program to their current employment status.

With this, the following hypotheses were advanced:

1. There is no significant relationship between the professional profile and the nature of employment of the respondents.
2. There is no significant relationship between professional profile and the type of job of the respondents.
3. There is no significant relationship between the professional profile and the work experience of the respondents.
4. There is no significant relationship between the professional profile and the length of time spent searching for the job of respondents.

There is no significant relationship between the professional profile and the monthly salary of the respondents

Methodology

This study utilized the descriptive survey-correlational design to determine the employment status and the specific characteristics of employment of the Teacher Education Graduates of Aklan State University - New Washington Campus. Descriptive correlations establish the relationship between different variables (McBurney & White, 2009). This quantitative research method aims to describe two or more variables and their relationships. The study design would also enable the researcher to determine changes in the participants' behaviors or attitudes over time to determine

how these changes affect the outcomes or possible trends that could emerge in the future (Monsen & Horn, 2007). This research aims to determine the relationship between the graduates' professional profile to their employment status and understand this relationship through the specific characteristics of their employment. This study was initiated to obtain quantitative data for the graduates of the Teacher Education Programs from AY 2010-2015.

The researchers used a researcher-made questionnaire to determine the employability of the graduates of ASU-College of Fisheries and Marine Sciences, Teacher Education Department from AY 2010-2015. The instrument used to gather the data was validated by experts in the university in the field of education and social science research. The faculty of the department was given a list of names of graduates for them to distribute the said questionnaires during the months of January-December 2017. The questionnaire was distributed through snail mail, electronic mail, and Facebook accounts. The faculty also handed the questionnaire to the nearby graduates. The questionnaires were retrieved from January 2018 to April 2018 for tabulation purposes.

To analyze the data obtained, the following statistical tools were used: descriptive statistics (frequency and percent) and inferential statistics (Cramer's V and Gamma correlation). Frequency and percentage were used to describe the data on the personal profile and employment status of graduates. In addition, Cramer's V and Gamma correlation were used to analyze the relationship among the variables included in the study whose use depends on the nature of the variables involved. These were computed using the IBM-Statistical Package for Social Science (SPSS) version 20.0.

Results

Professional profile of students

The professional profile of the respondents is presented in Table 1. These include year graduated, eligibility, highest educational attainment, and relevant seminars/training attended.

Table 1. Professional Profile of the Respondents

Professional profile	Frequency n = 138	Percent
Year Graduated		
2010	19	13.80
2011	10	7.20
2012	19	13.80
2013	23	16.70
2014	31	22.50
2015	36	26.10
Eligibility		
With LET	123	89.10
Without LET	15	10.90
Highest Educational Attainment		
Bachelor's Degree	130	94.20
Bachelor's Degree with Master's Units	7	5.10
Master's Degree	1	0.70
Relevant Seminars/Training Attended		
None	60	43.50
Local	4	2.90
Regional	58	42.00
National	16	11.60

Out of the 138 respondents, 36 (26.10%) graduated in the year 2015, 31 (22.50%) graduated

in the year 2014, and 23 (16.70%) graduated in 2013. The data further revealed that there is an equal number of respondents (19, 13.80%) who graduated in the years 2010 and 2012. Only 10 respondents (7.20%) graduated in 2011.

Most of the respondents (n = 123, 89.10%) passed the Licensure Examination for Teachers (LET). However, there were 15 of them (10.90%) did not pass the LET.

It can be seen in the table that: (1) the majority of the respondents (n = 130, 94.20%) obtained their bachelor's degree, (2) 7 respondents (5.10%) had Bachelor's Degrees with Master's Units, and (3) only 1 respondent (0.70%) completed a Master's degree.

Nearly one-half of the total respondents (n = 60, 43.50%) were not able to attend any relevant seminars or training. On the other hand, there were 58 respondents (42.00%) who attended seminars or training at the regional level, 16 respondents (11.60%) at the national level, and 4 respondents (2.90%) at the local level.

Current employment status of the graduates

The present employment status of graduates is presented in terms of nature of employment, type of job, work experience, length of time spent in searching for a job and monthly salary (Table 2).

Table 2. Current employment status of the graduates

Present Employment Status	Frequency n = 138	Percent
Nature of Employment		
None	13	9.40
Permanent	85	61.60
Casual	2	1.40
Contractual	36	26.10
Self-employed	2	1.40
Type of Job		
None	13	9.40
Relevant	108	78.30
Not Relevant	17	12.30
Work Experience		
None	13	9.40
Less than a month	1	0.70
1 to 6 months	7	5.10
7 to 11 months	3	2.20
1 year to less than 2 years	36	26.10
2 years to less than 3 years	39	28.30
3 years to less than 4 years	12	8.70
4 years and above	27	19.60
Length of Time Spent Searching for a Job		
None	13	9.40
Less than a month	26	18.80
1 to 6 months	22	15.90
7 to 11 months	55	39.90
1 year to less than 2 years	20	14.50
2 years to less than 3 years	2	1.40
Monthly Salary		
None	13	9.40
Below P5,000.00	3	2.20

Present Employment Status	Frequency n = 138	Percent
P5,000.00 to less than P10,000.00	23	16.70
P10,000.00 to less than P15,000.00	25	18.10
P15,000.00 to less than P20,000.00	12	8.70
P20,000.00 to less than P25,000.00	60	43.50
P25,000.00 and above	2	1.40

As seen in Table 2, the majority of the respondents (n = 85, 61.60%) were employed in a permanent status. Moreover, 36 respondents (26.10%) were employed under a contract, and 13 respondents (9.40%) were not employed. There were 2 respondents who worked as casual employees, and 2 other respondents who were self-employed.

In terms of the type of job or employment that the graduates have, 108 respondents (78.30%) revealed that their current job was relevant to the degree they finished. On the other hand, only 17 respondents (12.30%) said that their current employment was not relevant to the course they finished in college.

When it comes to work experience, 39 respondents (28.30%) have attained 2 years or less than 3 years of work experience. Thirty-six (36) respondents (26.10%) have worked for 1 year to less than 2 years, and 27 respondents (19.60%) have work experience of 4 years or more. However, one of the respondents revealed that he/she had experienced working for less than a month.

It can be seen from the data table that 55 respondents (39.90%) searched for a job within a period of 7 to 11 months, 26 respondents (18.80%) spent less than a month searching, and 22 respondents (15.90%) took 1 to 6 months to secure a job. On the other hand, there were 2 respondents (1.40%) who searched for employment for a period of 2 years to less than 3 years.

Nearly one-half of all the respondents (n = 60, 43.50%) received a monthly income of P20,000.00 to less than P25,000.00. Twenty-five (25) or 18.10% of the respondents received a monthly income of P10,000.00 to less than P15,000.00, and 23 respondents (16.70%) had a monthly compensation of P5,000.00 to less than P10,000.00. Moreover, there were 2 respondents (1.40%) who received a monthly income of P25,000.00 and above.

Relationship between respondents' professional profile and current employment status

Relationship between professional profile and nature of employment of the respondents

As seen in Table 3, a significant relationship existed in the professional profile of the graduates in terms of year graduated and relevant seminars/training attended. This implied that the year of graduation has an effect to the nature of employment of the respondents. Likewise, the relevant seminars/training attended by the respondents may be a contributory factor in the employment of the graduates.

Table 3. Relationship between Professional Profile and Nature of Employment of the Respondents

Professional Profile	Nature of Employment			
	Statistical Test	Value	Sig (2-tailed)	Decision
Year Graduated	Cramer's V	.278	.002*	Reject Ho
Eligibility	Cramer's V	.206	.212ns	Accept Ho
Highest educational Attainment	Cramer's V	.078	.989ns	Accept Ho
Relevant Seminars/Training Attended	Cramer's V	.261	.005*	Reject Ho

Relationship between professional profile and the type of job of the respondents

As reflected in Table 4, there is a significant relationship that exists between the professional profile in terms of eligibility and relevant seminars/training attended, and the type of job of the respondents. This indicated that graduates with eligibility and those who were able to attend relevant seminars/training were assured of jobs that were relevant to the program they completed

in college.

Table 4. Relationship between Professional Profile and Type of Job of the Respondents

Professional Profile	Type of Job			
	Statistical Test	Value	Sig (2-tailed)	Decision
Year Graduated	Cramer's V	.224	.179ns	Accept Ho
Eligibility	Cramer's V	.403	.0001*	Reject Ho
Highest educational Attainment	Cramer's V	.062	.900ns	Accept Ho
Relevant Seminars/Training Attended	Cramer's V	.397	.0001*	Reject Ho

As reflected in Table 4, there is a significant relationship that exists between the professional profile in terms of eligibility and relevant seminars/training attended, and the type of job of the respondents. This indicated that graduates with eligibility and those who were able to attend relevant seminars/training were assured of jobs that were relevant to the program they completed in college.

Relationship between professional profile and the work experience of the respondents

Table 5 revealed that there is a significant relationship between the professional profile in terms of the year graduated and relevant seminars/training attended and the work experience of the respondents. This meant that these two factors contributed to the length of work experience of respondents.

Table 5. Relationship Between Professional Profile and Work Experience of the Respondents

Professional Profile	Work Experience			
	Statistical Test	Value	Sig (2-tailed)	Decision
Year Graduated	Cramer's V	.423	.0001*	Reject Ho
Eligibility	Cramer's V	.248	.292ns	Accept Ho
Highest educational Attainment	Gamma	.199	.461ns	Accept Ho
Relevant Seminars/Training Attended	Cramer's V	.430	.0001*	Reject Ho

Relationship between professional profile and length of time spent in searching for the job of the respondents

It can be viewed from Table 6 that the respondents' professional profile (in terms of year graduated, eligibility, and relevant seminars/training attended) had an effect on the length of time spent searching for the job of the respondents. Hence, there is a significant relationship between the variables.

Table 6. Relationship between Professional Profile and Length of Time Spent in Searching for Job of the Respondents

Professional Profile	Length of Time Spent in Searching for a Job			
	Statistical Test	Value	Sig (2-tailed)	Decision
Year Graduated	Cramer's V	.304	.0001*	Reject Ho
Eligibility	Cramer's V	.330	.010*	Reject Ho
Highest Educational Attainment	Gamma	-.265	.263ns	Accept Ho
Relevant Seminars/Training Attended	Cramer's V	.367	.0001*	Reject Ho

Relationship between professional profile and the monthly salary of the respondents

The data revealed that all four indicators (i.e. year graduated, eligibility, highest educational attainment, and relevant seminars/training attended) were all contributory to the amount of

compensation earned by the graduates (Table 7).

Table 7. Relationship between Professional Profile and Monthly Salary of the Respondents

Professional Profile	Monthly Salary			
	Statistical Test	Value	Sig (2-tailed)	Decision
Year Graduated	Cramer's V	.264	.020*	Reject Ho
Eligibility	Cramer's V	.328	.021*	Reject Ho
Highest Educational Attainment	Gamma	-.494	.015*	Reject Ho
Relevant Seminars/Training Attended	Cramer's V	.383	.0001*	Reject Ho

Discussion

This paper circled around the professional profile and the current employment status of the graduates of the Teacher Education program under the College of Fisheries and Marine Sciences at Aklan State University - New Washington Campus. Based on the findings taken from the quantitative approach utilized in this study, the graduates' professional profiles, current employment status, and the relationship between the two were revealed.

Most of the respondents of this study graduated in the year 2015, and a minority completed their degrees in 2011. In terms of eligibility, the majority of the respondents successfully passed the Licensure Examination for Teachers. Only a few have completed their master's degree, while others have taken several units. Almost half of the total respondents were able to attend seminars and training at national, regional, and local levels. These are the general characteristics of the professional profile of the respondents.

Meanwhile, the respondents were generally employed in schools and/or companies under permanent employment and contractual. A few were either unemployed, casual employee, or self-employed. This implies that most graduates have high levels of employability. Employability is a term used to refer to a set of attributes, skills, and knowledge that an individual should possess reflecting his/her capability to become effective in the workplace (Habon, 2019). OECD (2012) asserts that having an education is like having insurance against the risk of unemployment.

In addition, the majority of the respondents had jobs that were related to teaching and education. In terms of work experience, the respondents' profile is distributed. When it comes to ease in securing a job, almost 40% of the respondents secured one within only 7 to 11 months. Lastly, the majority of the respondents received a salary ranging from P20,000.00 to P25,000.00.

Moreover, a significant relationship was found between the professional profile (i.e. eligibility, educational attainment, and amount or a number of seminars/training attended) and the employment status of the graduates. Various researchers have also noted the importance of training to work (Barzegar & Farjad, 2011; Buddelmeyer, et al., 2013; OECD, 2012) and the development of entrepreneurial skills of students from a Philippine state university experience (Biray, 2022). Furthermore, training and seminars can be very beneficial to workers and employees because it allows them to keep updated on the current standards of the industry they are in (OneTech, 2016).

These results agree with the findings of previous research and literature (Aquino, et al., 2015; UNESCO, 2013; Schudde, et. al., 2019; Doragawa, 2011; Teichler, 2015; Caingcoy, et al., 2021; Kampelmann, et al., 2018; Nabayra et al., 2021) revealing a relationship between the professional and educational profile of individuals to their employment situations and status

Conclusion

This paper presents empirical information about the impact of the program in terms of the professional profile and the current employment status of the graduates of the program. It also increases awareness among stakeholders about curriculum and academic programs and whether they are responsive to the demands of the increasingly competitive education arena. With this,

teacher education institutions in the Philippines have to intensify instructional quality and curriculum innovations to be at par with international standards and make the graduates employable. It is recommended that teacher training universities have to focus on producing holistic graduates who are prepared in terms of knowledge, skills, and the attitude needed to thrive in the 21st-century education system. Research-based and outcomes-based education must be advanced to enhance the graduates' professional and personal profiles which contribute to their employment.

Limitation

Though this study has so much to contribute to the increasing literature in terms of graduate employability from higher education institutions, it is still limited in terms of method, respondents, and scope. Hence, it is advanced that further studies have to be conducted addressing the factors that are of significance to graduates' employability and how the quality of instruction and training contribute to their employability through qualitative means. Their employers may also be included as respondents to widen the perspective of the study through the lens of the employers not just through the graduates. Moreover, graduates from other academic years and curricular programs in the university may be included to determine if there are significant differences in their employability when classified according to program or course and year of graduation up to the present. This trend would help the university to identify the best years and programs whose best practices may be adopted by other programs as well.

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