

Employment and Career Progression of BEED Graduates of Community Colleges in the Province of Albay, 2018-2021

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Abstract

This study examined the employment and career progression of Bachelor of Elementary Education (BEED) graduates from community colleges in the Province of Albay, specifically batches 2018–2021. Anchored on Human Capital Theory, Bandura's Social Learning Theory, John Dewey's Theory on Progressive Education, and the proposed L.A. theory of professional motivation, the study used a descriptive-correlational research design through a descriptive survey method. Data were gathered from 456 graduates across selected community colleges in Albay using a validated self-administered questionnaire distributed in printed and online formats. The instrument covered employment status and career progression indicators, while frequency, ranking, weighted mean, and Spearman rank correlation were used in data analysis. The findings showed that most respondents were employed full-time, with many working as elementary school teachers and largely concentrated in the education sector, although a considerable number were also employed in non-teaching or lower-paying positions. Career progression was generally rated positively in terms of career advancement, professional training, leadership roles, and rewards and recognition. However, the study found no significant relationship between employment status and career progression scheme. Key influencing factors included LET eligibility, salary and benefits, access to continuing education or graduate study, teaching practicum experience, personal motivation, and support systems. The study concluded that while BEED graduates were generally employable and showed positive career progression, institutional support remains necessary to strengthen long-term professional growth and employment quality. It recommended stronger career planning, expanded training access, enhanced job placement support, clearer promotion pathways, and stronger institutional linkages. The study aligns with SDG 4 on Quality Education, SDG 8 on Decent Work and Economic Growth, and indirectly with SDG 17 on Partnerships for the Goals. Its sustainability impact lies in supporting educational, institutional, community, and socio-economic sustainability through evidence-based improvement of teacher education programs and graduate support systems.

Keywords: Bachelor of Elementary Education, Career Progression, Community Colleges, Employability, Employment Status, Human Capital Theory, Professional Development, Teacher Education, Tracer Study

1. Introduction

Education remains central to national development because it equips individuals with the values, knowledge, and abilities needed for citizenship, productivity, and social progress. Within this larger function, higher education plays a crucial role in preparing graduates for employment and long-term career growth, while teacher education is especially significant because teachers directly influence the quality of basic education and the development of future human capital. Globally and nationally, graduate employability and career progression have become important indicators of educational quality, institutional relevance, and accountability. In the case of BEED graduates from community colleges in Albay, examining employment outcomes and career progression is necessary to determine how far these institutions are responding to labor market realities and the professional demands of elementary education.

Education is essential to national development because it gives people the values, knowledge, and abilities needed for both nation-building and effective citizenship. Higher education contributes to economic growth, social mobility, and personal fulfillment, while graduate employment and career advancement have emerged as key markers of institutional efficacy and educational quality. In teacher education, this role is even more critical because teachers directly shape the quality of basic education and future human capital. International organizations such as UNESCO and the Organization for Economic Co-operation and Development (OECD) emphasize the importance of strengthening teacher education to ensure that graduates transition successfully into the workforce and sustain long-term professional growth. The United Nations' Sustainable Development Goal 4 (SDG 4) further underscores the need for quality education and lifelong learning opportunities, with competent and motivated teachers at the center of this agenda. Student performance is also strongly influenced by teacher quality, as supported by substantial empirical evidence. (Rice, 2003; Abe, 2014; Kim, 2015; Seebruck, 2015; Goldhaber,

2016). In the Philippine context, the government, through agencies such as the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Professional Regulation Commission (PRC), continues to pursue reforms intended to improve educational outcomes and teacher quality. As a result, teacher education programs are expected to produce competent and employable graduates who can meet the needs of the basic education system. Higher educational institution (HEI) offering Bachelor of Elementary Education (BEED) program must remain steadfast that their graduates are capable, employable and sensitive to the evolving needs of the teaching profession. In many localities, BEED graduates from community colleges form an important part of the teaching workforce, particularly in public and private elementary schools. Their employment outcomes therefore provide meaningful evidence regarding the alignment between teacher education programs and the local labor market.

The literature emphasizes that higher educational institutions are not only responsible for classroom instruction but also for ensuring that graduates possess employability skills, adaptability, and lifelong competencies. According to Ulanday (2021), HEIs are expected to provide and improve graduates employability abilities and skills, which an employer could desire. The employability of graduates also measures how well HEIs have carried out their mission, vision, goals, and objectives. The graduates' success in landing a decent job also reflects on the HEIs from which they got their degrees. In the Philippine setting, community colleges serve as accessible and affordable institutions that widen educational opportunity for students from low socio-economic backgrounds. According to Taber (2022), community colleges have the potential to significantly contribute to collaborative efforts in education through partnerships with other organizations (Taber, 2022). Community colleges also facilitate collaboration among educational institutions, local communities, employers, and government agencies, and they contribute to student success, educational access, and economic development (Grubb, 2021; Wachen & Jenkins, 2021). The BEED program itself is designed to prepare future elementary school teachers through general education, professional education, specialization courses, and teaching internship. In examining graduate outcomes, the literature suggests that employability should be understood not merely as having a job, but in terms of employment type, job relevance, salary, work setting, permanence of appointment, and advancement opportunities. Career progression is likewise associated with transition to permanent positions, salary improvement, further studies, professional growth, leadership responsibilities, and institutional recognition. Passing the Licensure Examination for Teachers (LET) is particularly important because it affects eligibility for regular teaching positions, while the absence of licensure may result in underemployment or work outside the profession. Professional development emerges as a major theme in the reviewed studies. OECD (2022) identifies teacher preparation and development as important indicators of educational quality. Prenger, Poortman, & Handelzalts (2024) identify that professional teacher networks, shared goals, and collaboration contribute to school improvement. Dorukbaş & Cansoy (2024) and Pinzón, Gómez, & González (2023) likewise highlight that teacher learning, instructional leadership, and structured training contribute to professional improvement. The study of Voglushe Kurteshi, Jehona Rustemi (2025) revealed persistent limitations in technology integration, student-centered approaches, reflective opportunities, and professional networking, while Romorosa and Uchang (2025) show that teachers value continuous learning and professional collaboration for growth, promotion, and improved student outcomes. The literature also links professional growth with leadership development and recognition. Teacher leadership is associated with decision-making, collaboration, and excellence in teaching, while studies suggest that strong teachers improve student achievement and long-term outcomes (Chetty, et. al, 2024). Professional development is likewise connected to leadership and instructional improvement (Dawson, et. Al, 2022; Riener and Willingham, 2023; Desimone, 2024). Continuous Professional Development supports pedagogical knowledge, classroom management, differentiated instruction, technology integration, data-driven teaching, and reflective practice (Utami et al., 2021; Sum et al., 2024; Brouwer et al., 2022; Andersson et al., 2022). At the same time, teacher performance and recognition are influenced by broader conditions such as support systems, access to development opportunities, and school leadership (Pido et al., 2023; Hennessy et al., 2022; UNESCO, 2025; OECD, 2023; Sims, 2023; Esguerra and Quinito, 2024).

At the global level, graduate employability and career progression are commonly used as indicators of institutional accountability and educational quality, especially in teacher education where qualified elementary teachers remain in demand. However, global evidence also shows that employment conditions vary considerably, with some graduates obtaining permanent teaching positions quickly while others face delays, contractual appointments, or work outside the teaching profession. These differences reveal the complex relationship between teacher preparation, labor market structures, certification, and opportunities for professional growth. At the national level, the Philippines continues to strengthen its basic education system, making the employability of teacher education graduates a significant concern. The country's higher education institutions are expected to produce job-ready teachers, especially in communities where access to educational opportunities remains uneven. This expectation is especially relevant for community colleges, which provide affordable access to higher education and often serve students rooted in their own local communities. At the local level, Albay Province presents a distinct context because it includes both rural and urban areas and has duly approved community colleges located within the Tiwi, Malilipot, Rapu-Rapu, Daraga, Manito, Libon, Oas and Ligao. These institutions offer BEED as an accessible pathway for aspiring teachers. Community college graduates also possess a contextual advantage because they are often familiar with the students, culture, and community dynamics of the areas where they eventually

work. This makes the employment and career progression of BEED graduates in Albay an important subject for localized analysis and program improvement.

This study is grounded in the Human Capital Theory of Becker (1918). This theory posits that education and training are crucial investments that enhance the productivity and value of individuals in the labor market (Becker, 1918). Within this lens, BEED graduates are viewed as human capital outputs of the educational system whose quality and relevance are reflected in actual job performance and employability outcomes (Luong et al., 2025). Human Capital Theory further explains why subject mastery, pedagogical competence, classroom management, flexibility, and adaptability are crucial to teacher effectiveness and long-term professional growth (Hanushek, 2016; Pham et al., 2024; Psacharopoulos & Patrinos, 2018; Schleicher, 2018; Bold et al., 2019; Enser, 2020; Ramasimu, 2024; Darling-Hammond, 2017; Lagare and Paglinawan, 2024; Sari & Nayır, 2020; Musthafa, 2024; Diaz-Fernandez & Pasamar-Reyes, 2016; Onyishi & Sefotho, 2020; Rachmad, 2022). The study also draws from Bandura's Social Learning Theory, which explains that people learn behaviors by observing others, imitating them, and seeing the consequences of actions. In this framework, BEED students and graduates develop both professional and personal capacities through observation of experienced educators, self-reflection, and reciprocal interaction with their environment. Teachers with high self-efficacy are believed to be more confident, resilient and innovative. John Dewey's Theory on Progressive education further supports the study by emphasizing that learning happens through experience, interaction, and reflection rather than memorization. Its "learning by doing" principle aligns with the practical formation of BEED students through teaching practice and experiential learning. Assessment and evaluation are likewise presented as essential competencies for future teachers because they strengthen instructional effectiveness and responsiveness to learner needs (Milanowski et al., 2011; Widarni & Bawono, 2021; Tomlinson & McTighe, 2006; Psacharopoulos & Patrinos, 2018). The proposed L.A theory of professional motivation complements these theories by emphasizing the graduate's motivation, meaning-making, collaboration, and continuing career pursuit.

Despite the recognized importance of teacher education outcomes, the thesis notes that systematic documentation of the employment status and career progression of BEED graduates remains limited, especially for community colleges. Available information is often anecdotal or fragmented, making it difficult for institutions to evaluate the long-term impact of their BEED programs on graduates' professional lives. More importantly, there is a lack of empirical studies that focus specifically on the employment and career progression of BEED graduates from community colleges at the local level. This gap in the literature limits the ability of institutions, administrators, and local policymakers to make informed decisions regarding curriculum improvement, graduate support services, and partnerships with basic education schools. For this reason, the localized tracer study was undertaken to generate evidence-based data on graduates' employment outcomes, career advancement, and the perceived relevance of the BEED program to their present work. Consistent with this rationale, the study aimed to determine the employment status of BEED graduates in terms of type of employment, job position, industry sector, and salary range; identify their career progression scheme in terms of career advancement, professional trainings, leadership roles, and recognition and awards; examine the relationship between employment status and career progression scheme; identify factors influencing employment and career progression; and propose an enhancement plan for the BEED program.

Based on the content of the thesis, the study clearly aligns with SDG 4 – Quality Education because it focuses on the preparation, employability, and professional growth of BEED graduates who are expected to contribute to quality elementary education. It also aligns with SDG 8 – Decent Work and Economic Growth because it examines employment status, job relevance, salary conditions, and career advancement among graduates. Indirectly, the study also relates to SDG 17 – Partnerships for the Goals because its findings can support stronger institutional linkages among community colleges, schools, employers, and education stakeholders in improving graduate outcomes. These SDG connections are also explicitly reflected in the thesis abstract.

The study contributes to educational sustainability by providing evidence that may improve the quality, relevance, and responsiveness of BEED programs. It contributes to institutional sustainability because tracer data can strengthen quality assurance, curriculum review, and program enhancement among community colleges. It also supports community sustainability since many BEED graduates eventually serve in local schools and communities, where their competence and career growth can improve educational delivery at the grassroots level. In addition, the study has socio-economic sustainability value because better employability and career progression among graduates can improve livelihood opportunities, professional stability, and local development. As stated in the thesis abstract, the sustainability impact of the study lies in supporting educational, institutional, community, and socio-economic sustainability through evidence-based improvement of teacher education programs and graduate support systems.

2. Material and methods

2.1 Research Design

The study utilized a descriptive-correlational design. Descriptive correlational research is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them. (Polit, 2023). Specifically, the study examined the relationship between the employment status of BEED graduates and their career progression. Correlation was used as a bivariate analysis to measure the strength and direction of the relationship between the variables under study.

2.2 Locale of the Study

The study was conducted among selected community colleges in the Province of Albay. These included Tiwi, San Jose, Daraga, Manito, Ligao, and Oas Community Colleges. The locale was appropriate because these institutions offer the BEED program and produce graduates who could provide the needed data on employment and career progression within the province.

2.3 Respondents of the Study

The respondents were BEED graduates from community colleges in the Province of Albay who graduated from 2018 to 2021. The target population consisted of all graduates who completed the Bachelor of Elementary Education program within the specified years. The sampling frame was prepared through official lists secured from the registrars' offices of participating institutions, which included names, graduation year, and available contact information. The study reported a total of 456 respondents distributed across the three congressional districts of Albay.

2.4 Sample and Sampling Procedure

The study employed a purposive random sampling technique and Slover's formula at 10% margin of error to determine the participants for the research. Purposive sampling was chosen to ensure adequate and fair representation of graduates from each year covered by the study, specifically the graduating batches from 2018, 2019, 2020, and 2021, since employment conditions, career opportunities, and professional experiences may vary across graduation years. Only graduates who were approachable and willing to participate were included in the study. The respondents were purposively selected as alumni of the participating community colleges and were requested to answer the Google Form sent through the schools, with the assistance of college administrators and deans to improve data retrieval. The final sample totaled 456 respondents from Tiwi Community College, San Jose Community College, Daraga Community College, Community College of Manito, Ligao Community College, and Oas Community College.

2.5 Research Instrument

A validated, self-administered questionnaire served as the primary data-gathering instrument. It was designed to obtain information regarding the employment and career progression of Bachelor of Elementary Education graduates from community colleges in the Province of Albay for batches 2018–2021. The instrument consisted of two parts. The first part covered the demographic and employment-related profile of the respondents, including type of employment, job position, and industry sector. The second part dealt with career progression indicators such as career advancement, professional training, leadership role, and recognition and awards. To measure responses on career progression, the study used a four-point Likert scale. A Likert-type scale involves a series of statements that respondents may choose from in order to rate their responses to evaluative questions (Vogt, 1999). Citation: Vagias, Wade M. (2006). The use of a four-point scale removed a neutral midpoint and encouraged clearer directional responses.

2.6 Data Gathering Procedure

The data were gathered through a systematic and organized procedure to ensure reliability, accuracy, and ethical conduct. Before the distribution of the questionnaire, the President and Registrar of each participating community college in Albay were consulted. A formal letter requesting permission to conduct the study and gather data from BEED graduates was sent to each institution. Coordination was also made with registrars and alumni offices to obtain the list of graduates covered by the study together with accessible contact details such as email addresses, in accordance with data protection laws. After permission was secured, the questionnaire was reviewed by subject matter experts to establish content validity and clarity, and revisions were made based on their recommendations. Before answering the questionnaire, respondents were informed of the purpose of the study and assured that their responses would be treated confidentially. An informed consent statement was included at the beginning of the instrument, emphasizing voluntary participation and the right to withdraw at any time. Respondents were also guided on how to answer each part of the questionnaire properly. Data collection lasted for four weeks, using printed questionnaires and online survey forms sent via email and social media platforms. Weekly follow-up messages were sent to monitor participation and response rates. After data collection, all responses were checked for completeness and consistency.

2.7 Data Analysis Techniques

The study used descriptive and inferential statistical tools to analyze the data. For the objective on determining the employment status of BEED graduates in terms of type of employment, job position, industry sector, and salary range, frequency and ranking were used. For identifying the career progression scheme of the respondents along career advancement, professional trainings, leadership roles, and recognition and awards, weighted mean was applied using the four-point Likert scale. To examine the relationship between employment status and career progression scheme, and to identify factors influencing employment and career progression, the study used Spearman Difference in rank with test of significance, together with frequency rank. These tools were considered appropriate for the nature of the variables and the objectives of the study.

2.8 Ethical Considerations

Ethical safeguards were observed throughout the conduct of the study. Permission was secured from the concerned community colleges before data collection. Respondents were informed about the purpose of the study, and an informed consent statement was included in the questionnaire. Participation was voluntary, respondents had the right to withdraw at any time, and confidentiality of responses was assured. The researcher also observed proper handling of graduate information in coordination with institutional offices and in accordance with data protection requirements.

3. Results and Discussion

3.1 Employment Status of the Respondents

3.1.1 Type of Employment

The findings showed that most respondents were employed full-time. The results indicate that a large portion of the graduates had already entered the workforce, suggesting that many BEED graduates were able to secure jobs after graduation, although not all were necessarily in permanent teaching positions. This suggests that BEED graduates from community colleges in Albay are generally employable, but the type and stability of employment may still vary depending on credentials, availability of plantilla positions, and local hiring conditions. The result is consistent with the study's discussion that employment outcomes are shaped by labor market realities and by qualification requirements such as licensure and institutional hiring systems.

3.1.2 Job Position

The results further revealed that many of the respondents were working as elementary school teachers. However, the study also indicates that a considerable number were employed in non-teaching positions, showing that not all graduates were absorbed immediately into jobs directly aligned with their degree. This means that while the BEED program generally supports entry into the teaching profession, some graduates still experience job mismatch or delayed alignment between their qualification and actual work. This supports the thesis discussion that meaningful employment is not only about being employed, but also about job relevance, appointment type, and access to advancement opportunities.

3.1.3 Industry Sector

The data showed that the respondents were largely concentrated in the education sector. This confirms that the majority of graduates were working in areas related to their training, although some were also employed outside the core teaching field. This concentration in the education sector reflects the relevance of the BEED curriculum to the labor market, especially in local school systems. At the same time, the presence of graduates in other sectors suggests that employment pathways for BEED graduates may extend beyond traditional classroom teaching, especially when regular teaching positions are limited or when graduates have not yet passed the LET.

3.1.4 Salary Range

The results indicate that not all respondents were in highly compensated positions, and a number of graduates were still in lower-paying work arrangements. Although they were employed, the quality of employment varied in terms of income and occupational level. This implies that employability alone does not guarantee favorable employment quality. The discussion of the thesis supports this by emphasizing that salary range is one of the essential indicators of meaningful employment and career progression, together with job relevance, permanence of appointment, and advancement opportunities.

3.2 Career Progression Scheme of the Respondents

3.2.1 Career Advancement

The study found that career progression was generally rated positively, including career advancement. This means that many respondents perceived movement or improvement in their professional paths, even if this did not always translate into formal promotion or permanent appointment. This finding indicates that BEED graduates viewed themselves as progressing in their careers through work experience, additional responsibilities, and readiness for future advancement. The result aligns with the thesis discussion that career progression involves not only upward movement in rank but also movement toward permanent status, improved salary, and continuing development.

3.2.2 Professional Training

Professional training also received favorable results. The 1st and 3rd congressional districts both obtained an average weighted mean of 3.32 with a Very High Extent interpretation, while the 2nd district obtained 2.91 with a High Extent interpretation. Respondents generally reported regular participation in seminars and workshops, pursuit of certifications such as CPD, TESDA, and ICT training, perceived improvement in work performance due to training, employer support for attending training, and the contribution of professional development to career growth. These results are discussed in the manuscript as evidence that professional development remains central to teacher growth and career progression. The paper connects the findings to the broader literature on teacher learning and instructional effectiveness, citing UNESCO (2025), OECD (2023), Shulman, 1986, 2025, and Hill & Chin, 2025 to argue that teacher knowledge, pedagogical competence, and sustained training are necessary foundations of quality teaching. The manuscript further notes that professional development can fail when it does not significantly change teachers' understanding of teaching and learning, which makes the generally positive training results in this study especially relevant.

3.2.3 Leadership Roles

The leadership findings showed varied but generally positive ratings across districts. The 2nd district obtained the highest average weighted mean of 3.38 with a Very High Extent interpretation, while the 1st and 3rd districts obtained 3.06 and 3.22, both interpreted as High Extent. Respondents indicated that they had been assigned leadership roles, selected to lead committees or projects, recognized for leadership capabilities, able to demonstrate initiative and decision-making, and prepared by training for leadership roles in the workplace. The manuscript interprets these results as support for the idea that professional growth in teaching extends beyond classroom instruction to include leadership development. The discussion cites Oandasan (2022) and studies conducted by Jr. et al. (2022), Sebuyana (2024), Espiritu Jr. (2021), Isla (2021), Brill (2022), and Cuisson (2024), all of which emphasize the role of analytical thinking, innovation, risk evaluation, and strategic foresight in effective school leadership. The findings therefore suggest that leadership preparation should be part of continuing teacher development and institutional support systems.

3.2.4 Rewards and Recognition

Rewards and recognition were rated at a High Extent across all districts, with average weighted means of 2.98 for the 1st district, 3.09 for the 2nd district, and 3.11 for the 3rd district. Some individual indicators, such as being valued and appreciated for contributions and receiving strong performance evaluations, obtained very high ratings in certain districts, while other indicators such as commendations and employer acknowledgment remained within the high extent range. Overall, respondents perceived a moderate to strong level of recognition for their work performance. The manuscript discusses recognition and awards as part of broader professional motivation and teacher effectiveness. It explains that teacher performance significantly affects student outcomes and national development and that professional support, evaluation systems, and recognition mechanisms may contribute to morale and continued performance. In this sense, the findings imply that while recognition exists, there is still room for institutions to build more consistent and transparent systems for affirming the work and contributions of BEED graduates.

3.3 District-Level Patterns in Career Progression

3.3.1 First Congressional District

The results for the 1st congressional district showed that Tiwi Community College obtained a higher average weighted mean in career development at 3.55 with a Very High Extent interpretation, while San Jose Community College obtained 3.23 with a High Extent interpretation. In leadership roles, both colleges obtained High Extent overall, with 3.06 for TCC and 3.07 for SJCC. In rewards and recognition, both colleges also obtained a High Extent interpretation. The discussion in the study relates these patterns to professional standards, continuing teacher development, and the Department of Education's recognition of teacher growth as essential to student achievement. The paper also connects the findings to studies by Jr. et al. (2019), Sebuyana (2024), Espiritu Jr. (2021), Isla (2021), Brill (2019), and Cuisson (2024), which highlight the importance of strategic thinking, innovation, and targeted professional development in strengthening school leadership and continuous improvement.

3.3.2 Second Congressional District

For the 2nd congressional district, Daraga Community College obtained an average weighted mean of 3.12, while Community College of Manito obtained 3.31. In professional training, both institutions were rated at High Extent for participation in seminars and workshops, with 2.88 for DComC and 2.65 for CCM on one cited indicator. In leadership roles, the total average weighted mean was 3.38 with a Very High Extent interpretation, with DComC obtaining 3.26 and CCM 3.51. The study explains these findings using the broader literature on professional development, noting that it is an ongoing process encompassing formal and informal learning that improves staff knowledge, skills, and ways of working so that pupil learning, and wellbeing are enhanced as a result (Bubb & Earley, 2023). It further emphasizes that continuous development is essential for teachers to keep pace with changing educational demands and that approaches such as

workshops, conferences, and cluster systems can strengthen classroom practices and long-term career growth (Nauman, 2021; Ajani 2023; Lessing & De Witt, 2022; Jita & Ndlalane, 2021).

3.3.3 Third Congressional District

For the 3rd congressional district, the total average weighted mean of the two community colleges was 3.32 with a Very High Extent interpretation. Leadership roles obtained a total average weighted mean of 3.22, while professional growth and recognition obtained 3.11 with a High Extent interpretation. Among the stronger indicators were receiving recognition or awards in the workplace and consistently strong performance evaluations, while lower but still positive ratings were found in employer acknowledgment, feeling valued, and receiving commendations. The study interprets these results as further support for the importance of professional development in shaping teacher beliefs, behavior, and classroom practice. It cites the statement that professional development has an impact on teachers' beliefs and behavior and that the relationship between beliefs and classroom practice is dialectic, "moving back and forth between change in belief and change in classroom practice" (Cobb, Wood and Yackel, 2022). It also notes that effective continuing professional development enhances pupil outcomes and improves teaching (Bubb & Earley, 2021), reinforcing the importance of sustained teacher learning for career progression.

3.4 Relationship Between Employment Status and Career Progression Scheme

The results showed no significant relationship between the employment status variables and career progression scheme. Specifically, types of employment and career progression had a computed rho of .80 and computed t-value of 1.88; job position and career progression had a computed rho of .40 and computed t-value of .61; industry sector and career progression had a computed rho of .40 and computed t-value of .61; and salary range and career progression had a computed rho of .80 and computed t-value of 1.88. In all cases, the null hypothesis was accepted. The study discusses these results as an indication that career progression may not depend solely on type of employment, job position, sector, or salary range. The paper supports this discussion through the view that teachers require regular and quality professional development to perform effectively and sustain professional growth. It cites Egbo (2021), Elmore (2022), Murphy (2022), Rivero (2024), Reeves (2005), Steyn (2008; 2022), Fareo (2013), Akpan & Ita, 2015, and Ajani, 2021 to emphasize that educational improvement depends on continuous teacher development, classroom innovation, and lifelong learning rather than on employment conditions alone.

3.5 Factors Influencing Employment and Career Progression

The findings identified several factors influencing employment and career progression across districts. In the 1st district, LET eligibility emerged as the top factor, followed by family responsibilities or personal circumstances, relevance of BEED curriculum in the current job, support from mentors or supervisors, and leadership opportunities. Lower-ranked factors included workplace environment and organizational culture, teaching practicum experience, professional trainings and seminars, and personal motivation. In the 2nd district, access to continuing education or graduate study ranked first, followed by salary, benefits and job incentives, LET eligibility, teaching practicum experience, and personal motivation and career goals. Lower-ranked factors included recognition or awards received, professional trainings and seminars attended, and leadership opportunities. The study explains that career development is shaped by multiple interacting components, including constructivism, social learning, self-efficacy, occupational and past learning experiences, verbal reinforcement, stress management, cognitive developmentalism, and developmental patterns. The findings therefore suggest that employment and career progression are influenced by both personal and structural conditions. In particular, the prominence of LET eligibility, graduate studies, and salary-related concerns shows that professional qualification, access to advancement opportunities, and economic conditions remain central to the graduates' career pathways.

3.6 Proposed Action Plan for the BEED Program

Based on the findings, the study proposed an enhancement plan intended to improve graduate employability and career progression. The plan emphasized regular curriculum review involving DepEd supervisors, school principals, alumni, and education experts; strengthening Licensure Examination support through institutional LET review programs integrated into the curriculum; improving career guidance, placement, and employment support; organizing annual job fairs and recruitment activities in partnership with DepEd, private schools, and NGOs; and providing workshops on résumé writing, interview skills, and professional communication. The broader action plan also emphasized skills development, stronger collaboration with public and private schools, mentorship and alumni involvement, and exploration of alternative career paths such as online teaching, tutoring, and educational entrepreneurship. This enhancement plan reflects the main issues raised by the findings. Since graduates were generally employable but still faced delayed employment, non-teaching placements, and uneven career quality, institutional interventions are necessary to strengthen long-term outcomes. The plan therefore responds directly to the need for stronger professional readiness, clearer pathways to employment, and more sustained institutional support for graduates.

4. Conclusion & Recommendations

The study concludes that BEED graduates from community colleges in the Province of Albay, Batch 2018–2021, were generally employable, with most respondents working full-time and many employed in the education sector, particularly as elementary school teachers, although some were still in non-teaching or lower-paying positions. Their career progression was generally positive in terms of career advancement, professional trainings, leadership roles, and recognition and awards. However, the findings showed no significant relationship between employment status and career progression scheme. The study further established that LET eligibility, salary and benefits, access to continuing education or graduate study, teaching practicum experience, personal motivation, and support systems influenced the employment and career progression of the respondents. These results indicate that while the graduates were generally employable and progressing professionally, stronger institutional support remains necessary to improve long-term employment quality and career development.

Based on the findings and conclusions, the study recommends that DepEd and other related institutions formulate concrete career plans and road maps for newly hired BEED graduates to support both personal and professional growth, provide workshops on résumé writing, interview skills, and professional communication, and ensure that teaching practice experience is given proper importance in helping graduates practice their profession. It further recommends that free career and skills training be made available to newly hired graduates, that DepEd in-house trainings be PRC–CPD ready, that graduates be given leadership opportunities after proper training, and that qualifying, transparent, and attainable policies for promotion and awards be established. The study also recommends open qualification and mass hiring in the basic education sector based on graduates' performance rather than personal connections, wider publication of employment schemes, continuous curriculum enhancement, stronger practice teaching, greater use of educational technologies, and stronger partnerships that can facilitate recruitment, internships, and job placement opportunities for BEED graduates.

The study was limited to BEED graduates from selected community colleges in the Province of Albay that had been offering the program for almost three years and who completed their degree from 2018 to 2021. In addition, the findings were based solely on self-reported data from respondents and therefore depended on their honesty and accuracy in answering the questionnaire.

Compliance with ethical standards

The study was conducted in accordance with institutional and academic ethical standards. Permission was secured from the concerned community colleges, and respondents were informed of the purpose of the study before participation. Informed consent was obtained, participation was voluntary, and respondents were given the right to withdraw at any time. Confidentiality and privacy of information were observed throughout the study, and responses were used strictly for academic purposes. The researcher declares no conflict of interest, properly acknowledges the contributions of the participating institutions and respondents, and assumes full responsibility for the integrity, interpretation, and copyright of the manuscript.

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